

GRADUATE COUNCIL – August 15, 2023

College of Education & Health – Department of Emergency Management, Professional Studies, & Student Affairs Administration

1. Add the Graduate Certificate in Business Continuity;
2. Add the Graduate Certificate in Cyber Risk Management; and
3. Add the Graduate Certificate in Leading in Crisis.

College of Education & Health –Department of Kinesiology & Rehabilitation Science

1. Add the following courses to the course descriptions:
  - a. CNSL 5003: Medical and Psychosocial Aspects of Disability;
  - b. CNSL 5141-3: Seminar in Counseling;
  - c. CNSL 5163: Foundations of Substance Abuse;
  - d. CNSL 5173: Foundations of Rehabilitation Counseling;
  - e. CNSL 5223: Ethics and Professional Development;
  - f. CNSL 5233: Diversity and Inclusion in Human Service Settings;
  - g. CNSL 5243/4243: Psychopathology;
  - h. CNSL 6013: Vocational Rehabilitation;
  - i. CNSL 6023: Assessment in Counseling Environments;
  - j. CNSL 6123: Counseling Theories;
  - k. CNSL 6163: Addictions Diagnosis and Treatment Strategies;
  - l. CNSL 6204: Counseling Skills;
  - m. CNSL 6223: Family and Relationship Counseling: Theories and Techniques;
  - n. CNSL 6233: Theories and Techniques of Group Counseling;
  - o. CNSL 6431: Technology in Counseling and Therapy;
  - p. CNSL 6803: Psychopharmacology and the Counseling Profession;
  - q. CNSL 6823: Advanced Case Management Strategies for Counseling;
  - r. CNSL 6891-4: Independent Study;
  - s. CNSL 6973: Practicum in Counseling;
  - t. CNSL 6981-6: Internship in Counseling; and
  - u. CNSL 6991-5: Thesis Research;
2. Add the Master of Science in Counseling; and
3. Add the Graduate Certificate in Coach Strength and Conditioning.

College of Science, Technology, Engineering, & Mathematics – Department of Engineering & Computing Sciences

1. Add the following courses to the course descriptions:
  - a. INFT 5113: Artificial Intelligence;
  - b. INFT 5213: Information Systems Risk Management; and
  - c. INFT 5233: Legal Issues in Cybersecurity;

2. Change the title for INFT 5103: Software Development, to Python Programming, and modify the course description;
3. Modify the course description for INFT 5503: The UNIX Operating System;
4. Change the title for INFT 6103: Visual Programming, to Advanced Python Programming; and modify the course description;
5. Change the title for INFT 6403: Information Systems Analysis and Design, to Information Security Systems Analysis and Design, and modify the course description and prerequisites;
6. Modify the course description for INFT 6703: Advanced Networks;
7. Add the Graduate Certificate in Cybersecurity; and
8. Add the Graduate Certificate in Data Science;



# ARKANSAS TECH UNIVERSITY

## Request for New Certificate Program (CERTIFICATE OF PROFICIENCY, TECHNICAL CERTIFICATE, ADVANCED CERTIFICATE, or GRADUATE CERTIFICATE)

Department Initiating Proposal	Date
Emergency Management, Professional Studies, and Student Affairs Administration	5-25-2023

Title	Signature	Date
Department Head	Dr. Sandy Smith <i>Sandy M. Smith</i>	6-1-2023
Dean	Dr. Linda Bean <i>Linda Bean</i>	6.5.2023
Assessment	Dr. Christine Austin <i>Christine Austin</i>	6.19.23
Registrar	Ms. Tammy Weaver <i>Tammy Weaver</i>	7/28/23
Graduate College (if appropriate)	Dr. Sarah Gordon	
Vice President for Academic Affairs	Dr. Julie Furst-Bowe	

Committee	Approval Date
General Education Committee (Undergraduate Proposals Only)	
Teacher Education Committee (Graduate or Undergraduate Proposals)	
Curriculum Committee (Undergraduate Proposals Only)	
Faculty Senate (Undergraduate Proposals Only)	
Graduate Council (Graduate Proposals Only)	

**Program Title:** Business Continuity Graduate Certificate

# LETTER OF NOTIFICATION

## New Certificate Program

**Creation of a new Certificate of Proficiency, Technical Certificate, or Graduate Certificate that is made of primarily existing courses. Credit hour limits are as follows: Certificate of Proficiency (6 – 21 SCH), Technical Certificate (21 – 45 SCH), and Graduate Certificate (12 – 21 SCH).**

### Required Information:

**1. Proposed degree title**

Business Continuity Graduate Certificate

**2. CIP code**

43.03

**3. % online (if applicable)**

Offered 100% online, on-campus, and in hybrid format.

**4. Proposed degree curriculum. If applicable, indicate new courses and include new course descriptions.**

The graduate certificate will require completion of 15 hours of course work. The EMHS and MBA programs at ATU are already offering these courses. The proposed curriculum for the Business Continuity Graduate Certificate is shown below.

- EMHS 6063: Principles of Emergency Management
- EMHS 6033: Leadership and Management
- EMHS 6513: Technology for Comprehensive Emergency Management
- EMHS 6023: Risk and Vulnerability Assessment for Business and Industry
- MGMT 6203: Decision Modeling in Supply Chain Management

**5. Justification/need for the new program including degree program goals, objectives, student learning outcomes, and projected enrollment of new degree.**

**Justification & Need for Program:**

Disasters, both natural and man-made, have multitude of impacts on businesses that result in disruption of services. In a study conducted by Data Core, 54% of businesses reported downtime incidents that lasted at least eight hours within the past five years. According to the Federal Emergency Management Agency (FEMA) 90% of the businesses fail within a year if they are unable to get back and running within 5 days after a disaster. Moreover, 9 in 10 small businesses permanently close if they are slow to reopen. Business Continuity personnel are equipped with skills and expertise to provide continuity of operation and are involved in preparedness, response, recovery, and mitigation activities for businesses that minimize the impact during and after a disaster. The U.S. Bureau of Labor Statistics projects 5% job growth in business continuity related areas in the United States from 2021-2031. Furthermore, in a survey conducted by the ATU Emergency Management Program in 2021, alumnus of the program indicated business continuity as one of the important topics within emergency-

management. The proposed graduate certificate program will provide students additional job opportunities as business continuity planner, business resilience associate, crisis analyst, disaster recovery specialist, and risk advisor, with employment in banking field, corporations, healthcare, insurance agencies and many more. It will also allow the Emergency Management and Homeland Security (EMHS) program to collaborate with the Master of Business Administration (MBA) program at Tech.

**Program Learning Outcomes:**

- Acquire proficiency in conducting business impact analysis, developing business continuity plans, and identifying business recovery strategies to minimize organizational risks and impacts to disasters (PLO: Continual Learning).
- Implement strategies to provide continuity of operations during and in the aftermath of a disaster (PLO: Critical Thinking).

**Enrollment:**

It is expected that enrollment in this new certificate program will specifically attract students from the Emergency Management and Homeland Security (EMHS), Master of Business Administration (MBA) and Organizational Leadership (OL) Programs.

2024 - 2025 4 students

2025 - 2026 6 students

2026 - 2027 8 students

2027 - 2028 10 students

2028 - 2029 12 students

**6. Approval letter from licensure/certification entity, if required.**

Not Applicable

**7. Effective date, term, and academic year**

08/23/2024, 2024 Fall Term, 2024-25 Academic Year



# ARKANSAS TECH UNIVERSITY

## Request for New Certificate Program (CERTIFICATE OF PROFICIENCY, TECHNICAL CERTIFICATE, ADVANCED CERTIFICATE, or GRADUATE CERTIFICATE)

Department Initiating Proposal	Date
Emergency Management, Professional Studies, and Student Affairs Administration	5-25-2023

Title	Signature	Date
Department Head	Dr. Sandy Smith <i>Sandy M. Smith</i>	6-1-23
Dean	Dr. Linda Bean <i>Linda Bean</i>	6.5.23
Assessment	Dr. Christine Austin <i>Christine Austin</i>	6.19.23
Registrar	Ms. Tammy Weaver <i>Tammy Weaver</i>	7/28/23
Graduate College (if appropriate)	Dr. Sarah Gordon	
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Curriculum Committee (Undergraduate Proposals Only)	
Faculty Senate (Undergraduate Proposals Only)	
Graduate Council (Graduate Proposals Only)	

**Program Title:** Cyber Risk Management Graduate Certificate

# LETTER OF NOTIFICATION

## New Certificate Program

**Creation of a new Certificate of Proficiency, Technical Certificate, or Graduate Certificate that is made of primarily existing courses. Credit hour limits are as follows: Certificate of Proficiency (6 – 21 SCH), Technical Certificate (21 – 45 SCH), and Graduate Certificate (12 – 21 SCH).**

### Required Information:

**1. Proposed degree title**

Cyber Risk Management Graduate Certificate

**2. CIP code**

43.03

**3. % online (if applicable)**

Offered 100% online, on-campus, and in hybrid format.

**4. Proposed degree curriculum. If applicable, indicate new courses and include new course descriptions.**

The graduate certificate will require completion of 15 hours of course work. The EMHS and IT programs at Arkansas Tech University are already offering these courses. The proposed curriculum for the Cyber Resilience Graduate Certificate is shown below.

- EMHS 6063: Principles of Emergency Management
- EMHS 6513: Technology for Comprehensive Emergency Management
- EMHS 6023: Risk and Vulnerability Assessment for Business and Industry
- INFT 5803: Principles of Cybersecurity
- INFT 6803: Advanced Cybersecurity

**5. Justification/need for the new program including degree program goals, objectives, student learning outcomes, and projected enrollment of new degree.**

**Justification & Need for Program:**

The Presidential Policy Directive (PPD-21) specifies cyber resilience to be a national priority since 2013. Cyber-related jobs are one of the fastest-growing employment opportunities in the United States. Existing data suggests that there are more than 3.4 million skilled cyber professionals needed globally. Thus, there is a significant demand for professionals with a specialization in cyber risk management. Also, our graduates and current students have emphasized the importance of incorporating cyber resilience/cyber risk management into the Emergency Management and Homeland Security (EMHS) curriculum. This new graduate certificate program will provide opportunities to collaborate with the Information Technology (IT) Program and help with student enrollment and retention.

**Program Learning Outcomes:**

- Acquire skills to identify risks and vulnerabilities to cyber threats and technological failures (PLO: Technological Literacy).
- Adopt strategies to build cyber and technological resilience by focusing on preparedness, response, recovery, and mitigation related to cyber and technological incidents (PLO: Critical Thinking).

**Enrollment:**

Enrollment in this new certificate program is expected to attract students from the Emergency Management and Homeland Security (EMHS), Master of Business Administration (MBA), and Information Technology (IT) Programs. The projected number of program enrollments for 1-5 years is shown below:

2024 - 2025 3 students  
2025 - 2026 5 students  
2026 - 2027 8 students  
2027 - 2028 10 students  
2028 - 2029 12 students

**6. Approval letter from licensure/certification entity, if required.**

Not Applicable

**7. Effective date, term, and academic year**

08/23/2024, 2024 Fall Term, 2024-25 Academic Year





# ARKANSAS TECH UNIVERSITY

## Request for New Certificate Program (CERTIFICATE OF PROFICIENCY, TECHNICAL CERTIFICATE, ADVANCED CERTIFICATE, or GRADUATE CERTIFICATE)

Department Initiating Proposal	Date
Emergency Management, Professional Studies, and Student Affairs Administration	5-25-2023

Title	Signature	Date
Department Head	Dr. Sandy Smith <i>Sandy M. Smith</i>	6-1-2023
Dean	Dr. Linda Bean <i>Linda Bean</i>	6.5.23
Assessment	Dr. Christine Austin <i>Christine Austin</i>	6.19.23
Registrar	Ms. Tammy Weaver <i>Tammy Weaver</i>	7/28/23
Graduate College (if appropriate)	Dr. Sarah Gordon	
Vice President for Academic Affairs	Dr. Julie Furst-Bowe	

Committee	Approval Date
General Education Committee (Undergraduate Proposals Only)	
Teacher Education Committee (Graduate or Undergraduate Proposals)	
Curriculum Committee (Undergraduate Proposals Only)	
Faculty Senate (Undergraduate Proposals Only)	
Graduate Council (Graduate Proposals Only)	

**Program Title:** Leading in Crisis Graduate Certificate

## LETTER OF NOTIFICATION

### New Certificate Program

**Creation of a new Certificate of Proficiency, Technical Certificate, or Graduate Certificate that is made of primarily existing courses. Credit hour limits are as follows: Certificate of Proficiency (6 – 21 SCH), Technical Certificate (21 – 45 SCH), and Graduate Certificate (12 – 21 SCH).**

#### Required Information:

**1. Proposed degree title**

Leading in Crisis Graduate Certificate

**2. CIP code**

43.03

**3. % online (if applicable)**

Offered 100% online, on-campus, and in hybrid format.

**4. Proposed degree curriculum. If applicable, indicate new courses and include new course descriptions.**

The graduate certificate will require completion of 15 hours of course work. The EMHS and OL programs at ATU are already offering these courses. The proposed curriculum for the Crisis Leadership certificate is shown below.

- EMHS 6033: Leadership and Management
- EMHS 6063: Principles of Emergency Management
- EMHS 6023: Risk and Vulnerability Assessment for Business and Industry
- EMHS 6203: Crisis Communications
- OL 6143: Consultation, Coaching and Leadership Development

**5. Justification/need for the new program including degree program goals, objectives, student learning outcomes, and projected enrollment of new degree.**

**Justification & Need for Program:**

Research suggests that disasters are rising in frequency and severity impacting individuals and organizations worldwide. Subsequently, organizations need a leader that is equipped to handle crises effectively and foster trust and unity among employees. Professions with knowledge and skills in crisis leadership can detect organizational threats and opportunities and use it so that they are better able to coordinate and manage crises. According to a study by Gitnux more than 80% of organizations are faced with a leadership talent shortage and 77% of organizations reported they are currently experiencing a leadership gap. Hence there is a significant demand for professionals that have knowledge and skills in leadership. Furthermore, many of our current students have shown interest in a graduate certificate in leadership. This graduate certificate program will provide opportunities to collaborate with the Organizational Leadership (OL), and other leadership relevant programs at Tech and is expected to increase student enrollment and retention.

**Program Learning Outcomes:**

- Accomplish skills and knowledge to become a responsible leader to effectively manage crisis and disasters (*Leadership*).
- Implement plans and strategies to address the challenges and opportunities pertaining to leading in crisis (*Systems Literacy*).

**Enrollment:**

Enrollment in this new certificate program is expected to attract students from the Emergency Management and Homeland Security (EMHS) and Organizational Leadership (OL) Programs. The projected number of program enrollments for 1-5 years is shown below:

2024 - 2025	8 students
2025 - 2026	10 students
2026 - 2027	12 students
2027 - 2028	14 students
2028 - 2029	16 students

**6. Approval letter from licensure/certification entity, if required.**

Not Applicable

**7. Effective date, term, and academic year**

08/23/2024, 2024 Fall Term, 2024-25 Academic Year



# ARKANSAS TECH UNIVERSITY

## REQUEST FOR COURSE ADDITION

Department Initiating Proposal	Date
Department of Kinesiology & Rehabilitation Science	

Title	Signature	Date
Department Head Dr. Rockie Pederson	<i>Rockie Pederson</i>	07/17/2023
Dean Dr. Tim Carter	<i>Tim Carter</i>	7/17/23
Assessment Dr. Christine Austin	<i>Christine Austin</i>	7.18.23
Registrar Ms. Tammy Weaver	<i>Tammy Weaver</i>	7/28/23
Graduate Dean (Graduate Proposals Only) Dr. Sarah Gordon		
Vice President for Academic Affairs Dr. Julie Furst-Bowe		

Committee	Approval Date
General Education Committee (Undergraduate Proposals Only)	
Teacher Education Committee (Graduate or Undergraduate Proposals)	
Curriculum Committee (Undergraduate Proposals Only)	
Faculty Senate (Undergraduate Proposals Only)	
Graduate Council (Graduate Proposals Only)	

Course Subject: (e.g., ACCT, ENGL) <b>CNSL</b>	Course Number: (e.g., 1003) <b>5003</b>	Effective Term: <input type="radio"/> Spring <input checked="" type="radio"/> Summer I
Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below)		
<b>MEDICAL AND PSYCHOSOCIAL ASPECTS OF DISABILITY</b>		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript)		
<b>MEDICAL/PSY ASPECTS/DIS</b>		

Will this course be cross-listed with another existing course? If so, list course subject and number.  
 Yes  No

Will this course be cross-listed with a course currently not in the undergraduate or graduate catalog?  
 If so, list course subject and number.  Yes  No

Is this course repeatable for additional earned hours?  Yes  No How many total hours?

Grading:  Standard Letter  P/F  Other

Mode of Instruction (check appropriate box):

<input checked="" type="radio"/> 01 Lecture	<input type="radio"/> 02 Lecture/Laboratory	<input type="radio"/> 03 Laboratory only
<input type="radio"/> 05 Practice Teaching	<input type="radio"/> 06 Internship/Practicum	<input type="radio"/> 07 Apprenticeship/Externship
<input type="radio"/> 08 Independent Study	<input type="radio"/> 09 Readings	<input type="radio"/> 10 Special Topics
<input type="radio"/> 12 Individual Lessons	<input type="radio"/> 13 Applied Instruction	<input type="radio"/> 16 Studio Course
<input type="radio"/> 17 Dissertation	<input type="radio"/> 18 Activity Course	<input type="radio"/> 19 Seminar <input type="radio"/> 98 Other

Does this course require a fee?  Yes  No How Much?  Select Fee Type

If selected other list fee type:

Elective  Major  Minor

(If major or minor course, you must complete the Request for Program Change form to add course to program.)

If course is required by major/minor, how frequently will course be offered?

Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.?

Will this course require a special classroom (computer lab, smart classroom, or laboratory)?

Answer the following Assessment questions:

- If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable.
  - Arkansas LAC/LPC Knowledge Domains:** This course meets, at least in part, the Council for the Accreditation of Counseling and Related Educational Programs (CACREP) Standards
    - C.8.-13., G.5.
  - Certified Rehabilitation Counselor Knowledge Domains:** This course meets, at least in part, the Commission on Rehabilitation Counselor Certification (CRCC) Standards
    - 1.B.d., 1.B.o.-p., 1.C.-D., 5.A.a.-c., 5.B., 5.C.a.-s., 5.D.-E.
- If this course is required for the major or minor, complete the following.
  - Provide the program level learning outcome(s) it addresses.
    - Standard 5: Successful graduates are knowledgeable of the various ways in which disabling conditions may manifest, the effect(s) of those conditions on the individual

with the disability as well as their family and friends, and the impact the conditions may have on one or many of the major life areas (e.g., employment, relationships, spirituality). They serve as informed advocates for these clients, their support systems, and for responsive clinical practices.

2. Provide tool or measure directly linked to each program learning outcome. (How will student learning in this outcome be measured?)
  1. Research & Analysis Synthesis Paper
  2. Clinical Case Studies
  3. Formative & Summative Assessments
  4. Experiential Assessments
  5. Research Project and Thesis
- c. What is the rationale for adding this course? What evidence demonstrates this need?
  1. According to the requirements outlined by the Arkansas State Board of Examiners (ARBOE; 2020), the Commission on Rehabilitation Counselor Certification (CRCC; 2022), and the Council for Accreditation of Counseling and Related Educational Programs (CACREP; 2024), the following course is necessary to qualify the successful student to sit for the Certified Rehabilitation Counselor (CRC) exam or National Counselor Examination (NCE). Furthermore, the program will be seeking accreditation by CACREP in the next three (3) to five (5) years and is building the program to reflect these academic standards and knowledge domains.
    - i. Arkansas State Board of Examiners [ARBOE]. (2020). *LAC-LPC core curriculum summary*. <https://abec.statesolutions.us/wp-content/uploads/2023/02/LAC-LPC-Core-Curriculum-Summary.pdf>
    - ii. Commission on Rehabilitation Counselor Certification [CRCC]. (2022). *CRC knowledge domains, competencies and tasks*. <https://crccertification.com/wp-content/uploads/2022/05/2022-CRCC-Exam-Blueprint-shows-NEW-1.pdf>
    - iii. Council for Accreditation of Counseling and Related Educational Programs [CACREP]. (2024). *CACREP standards*. <https://www.cacrep.org/wp-content/uploads/2023/06/2024-Standards-Combined-Version-6.27.23.pdf>

For the proposed course, attach a syllabus in Word format that includes: **(Items a. through d. should be entered as they should appear in the catalog)**

- a. Course subject
- b. Course number
- c. Catalog course title
- d. Catalog description
  1. Arkansas Course Transfer System (ACTS) course number, if applicable
  2. Cross-listing
  3. Offered (e.g., Fall only, Spring only. Do not enter if offer course fall and spring)
  4. Prerequisites
  5. Co-requisites
  6. Description
  7. Notes (e.g., information not in description such as course may be repeated for credit)
  8. Contact Hours if different than lecture (e.g., Lecture three hours, laboratory three hours)
  9. Fees (e.g., \$36 art fee)
- e. Section for Name of instructor, office hours, contact information (telephone, email)
- f. Text required for course
- g. Bibliography (supplemental reading list)
- h. Justification/rationale for the course
- i. Course objectives
- j. Description of how course meets general education objectives (courses included in the general education component should show how the course meets one or more of the objectives contained in General Education Objectives listed in undergraduate catalog)
- k. Assessment methods (include grading policy with specific equivalents for A, B, C)
- l. Policy on absences, cheating, plagiarism, etc.
- m. Course content (outline of material to be covered in course).

If this course will affect other departments, a Departmental Support Form for each affected department must be attached. The form is located on the Curriculum forms web page at [http://www.atu.edu/registrar/curriculum\\_forms.php](http://www.atu.edu/registrar/curriculum_forms.php).

## RS 4003/CNSL 5003: Medical and Psychosocial Aspects of Disability

**Offered:** Spring semesters

### **Catalog Description:**

A study of the etiology, treatment and prognosis of various disabling conditions. Emphasis will be placed on medical information as received in medical reports, and as related to vocational functioning and to the everyday psychological and social adjustment problems associated with disability. Note: A grade of C or better is required for Counseling majors.

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**Instructor:** \_\_\_\_\_  
\_\_\_\_\_

**E-Mail:**

**Class Location:** \_\_\_\_\_  
\_\_\_\_\_

**Office Location:**

**Course Day & Time:** \_\_\_\_\_

**Phone:** \_\_\_\_\_

**Office Hours:** \_\_\_\_\_

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### **COURSE DESCRIPTION:**

A study of the etiology, treatment and prognosis of various disabling conditions. Emphasis will be placed on medical information as received in medical reports, and as related to vocational functioning and to the everyday psychological and social adjustment problems associated with disability. Note: A grade of C or better is required for Counseling majors.

### **COURSE OBJECTIVES:**

Upon successful completion of the course, students will...

1. Synthesize health, disability, and functioning as individual and interrelated concepts.
2. Explain varied physical impairments and how such impairments affect an individual's psychological, social, and health functioning.
3. Demonstrate a working knowledge of mental health concerns and how such concerns affect an individual's psychological, social, and health functioning.
4. Identify, define and utilize common medical terminology used in the fields of rehabilitation counseling and other allied health and counseling professions.



## **MATERIALS AND RESOURCES**

**Required Text:** Falvo, D., & Holland, B. E. (2018). *Medical and psychosocial aspects of chronic illness and disability* (6th ed). Jones & Bartlett.

**Other Materials:** Suggested readings, movies, multimedia/internet resources, and additional handouts/readings provided by the instructor.

## **LICENSURE/CERTIFICATION STANDARDS:**

**Arkansas LAC/LPC Knowledge Domains:** This course meets, at least in part, the Council for the Accreditation of Counseling and Related Educational Programs (CACREP) Standards...

C.8.-13., G.5.

**Certified Rehabilitation Counselor Knowledge Domains:** This course meets, at least in part, the Commission on Rehabilitation Counselor Certification (CRCC) Standards...

1.B.d., 1.B.o.-p., 1.C.-D., 5.A.a.-c., 5.B., 5.C.a.-s., 5.D.-E.

**Commission on Accreditation of Allied Health Education Programs Knowledge Domains:** This course meets, at least in part, the Commission on Accreditation of Allied Health Education Programs (CAAHEP) Standards, which addresses....

1.A.3., 1.A.3.b.-e., 1.A.4.a.-b., 1.A.4.h., 1.A.10.a., 1.B.4., 1.B.6., 1.B.7

**ASSIGNMENTS & POINTS**

<b>Assignment</b>	<b>Points/each</b>	<b>Total Points</b>	<b>% of Grade (RS)</b>	<b>% of Grade (CNSL)</b>
Content Quizzes (5)	20	100	22.2%	16.7%
Discussion Boards (5)	20	100	22.2%	16.7%
In Person Presentation	100	150	22.2%	16.7%
Class Participation	100	100	22.2%	16.7%
Final Exam	50	50	11.2%	8.2%
Disability Condition Research Paper (CNSL Only)	150	150	0%	25%
<b>Total</b>		<b>450 (RS) 600 (CNSL)</b>	<b>100%</b>	<b>100%</b>

**NOTE: YOU MUST COMPLETE ALL ASSIGNMENTS IN ORDER TO PASS THIS CLASS**

**GRADING SCALE**

You are responsible for monitoring your grade. It is recommended that you keep a running total of the points you have earned throughout the semester. This will tell you where you stand at any given time.

		<b>RS Students</b>	<b>CNSL Students</b>		
90%-100%	or	405-450 points	540-600 points	=	4.0
80%-89%	or	360-404.99 points	480-539.99 points	=	3.0
70%-79%	or	315-359.99 points	420-479.99 points	=	2.0
60%-69%	or	270-314.99 points	360-419.99 points	=	2.0

**If you fall below 60% please contact the professor to discuss your academic status.**

### **ACADEMIC HONESTY POLICY:**

You are expected to work to the best of *your* ability. **Copying, plagiarizing, self-plagiarizing, and cheating will not be tolerated.** You must give appropriate credit to ideas borrowed from other sources. University policy states that, “academic dishonesty may have serious consequences...Penalties for various levels of academic dishonesty vary from giving an ‘F’ on a particular quiz or exam, to giving an ‘F’ on a term paper or other written work, or giving the student an ‘F’ or ‘W’ for the course”. Copying of Internet information regarding motion picture reviews or other online film critiques is a form of plagiarism. If you are unsure whether you may have plagiarized, **please see the Professor before** turning in your assignment to discuss your concerns. Please also refer to the following info graphic for a listing of different types of plagiarism:

[http://www.dontwasteyourtime.co.uk/wp-content/uploads/2012/05/2012-05-14\\_0854.png](http://www.dontwasteyourtime.co.uk/wp-content/uploads/2012/05/2012-05-14_0854.png)

<https://www.ithenticate.com/hs-fs/hub/92785/file-5414624-pdf/media/ith-selfplagiarism-whitepaper.pdf>

**NOTE: Students MUST use quotation marks around any statement that is not their own paraphrased work.**

To ensure academic honesty, promote accurate citing of references, and encourage the learning process, the **Professor has enabled the “Turnitin” function within Blackboard.** In doing so, all assignments will be scanned for unoriginal content utilizing this new technology. The Professor also allows for the student to view the Originality Score following their submission. Should the score be too high, it is recommended that the student re-submit the paper after making the appropriate corrections. The Professor retains the right, however, to make the final determination of originality and integrity, and will engage in discussion(s) with the student prior to said determination.

### **ACADEMIC INTEGRITY:**

Students who violate the Code of Academic Integrity (cheating, plagiarism, etc.) face penalties ranging from being required to redo the assignment (i.e., properly cite sources in cases of plagiarism) to failure of the assignment and/or class. The sanction is dependent on the severity of the violation as well as the number of times a student has violated the policy in the class. Egregious or multiple violations may result in additional university level sanctions. Further information can be found at:

<https://www.atu.edu/academic-integrity>

### **AFFIRMATIVE ACTION STATEMENT:**

Arkansas Tech University does not discriminate on the basis of color, sex, sexual orientation, gender identity, race, age, national origin, religion, veteran status, genetic information, or disability in any of our practices, policies, or procedures. If you have experienced any form of discrimination or harassment, including sexual misconduct (e.g. sexual assault, sexual harassment, stalking, domestic or dating violence), we encourage you to report this to the institution. If you report such an incident of misconduct to a faculty or staff member, they are required by law to notify Arkansas Tech University’s Title IX Coordinator and share the basic fact of your experience. The Title IX Coordinator will then be

available to assist you in understanding all of your options and in connecting you with all possible resources on and off campus. For more information, please visit: <http://www.atu.edu/titleix/index.php>.

#### **ELECTRONIC MAIL & BLACKBOARD INFORMATION:**

Course documents (i.e. course syllabus) and other resource information are posted on the Blackboard system (<http://bblearn.atu.edu/>). You are able to access this information 24/7 from locations outside of the regular classroom. **You are responsible for checking Blackboard and your ATU email routinely to obtain class updates, schedule changes, and assignments.** Please be sure to set your Blackboard account so that all emails are automatically forwarded to your ATU ID or other Internet addresses you use.

#### **BLACKBOARD HELP DESK INFORMATION:**

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**Reasonable Accommodations:** If you need special accommodations as addressed by the American with Disabilities Act (ADA), please provide the Professor with the appropriate documentation from Disability Services and reasonable effort will be made to accommodate your needs. Students with disabilities are encouraged to contact Disability Services to discuss and establish reasonable accommodation. For an appointment with a counselor, please call (479)968-0302; TTY Services - (479) 964-3290. For more information about Disability Services, please check out their website at <http://www.atu.edu/disabilities/index.php>.

#### **IN CASE OF EMERGENCIES:**

Please refer to the Professor for directions on what action(s) to take, keep calm and abide by all University directed commands. More specific information can be accessed at <http://www.atu.edu/emergency/index.php>. A copy of the Emergency Operations Plan can be found at <http://www.atu.edu/psafe/docs/ATUEPlan.pdf>.

#### **STUDENT NEEDS STATEMENT:**

Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to notify the instructor if they are comfortable in doing so.

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<https://www.atu.edu/localresources/>

If a student finds they need more support, they are encouraged to contact the Office of the Vice President for Student Services (479-968-0238).

**ATTENDANCE AND CLASS PARTICIPATION:**

It is vital to a student's success that they attend class. If a student is ill or has other reason(s) to miss class, it is important that they email their professor ahead of the scheduled class informing them of such. It remains at the discretion of the professor of record and/or the graduate program coordinator to determine if and how missed in class attendance/assignments will be made up. Unexcused absences may result in the student being unable to make up missed work, potentially resulting in deleterious effects to one's standing in the course.

Students are encouraged to be active participants in each class as the experiential nature of counseling courses enriches one's learning experience. Active participation in graduate classes consists of participating in discussions with faculty and/or fellow students, or communicating that one is engaged by utilizing active listening skills and nonverbal indicators.

## COURSE SCHEDULE

WEEK	CHAPTER(S)	CONTENT	ASSIGNMENT(S)
1	1	Introduction Syllabus Review Conceptualizing Functioning, Disability, and Health	Blackboard Attendance Module
2	2 & 3	Psychosocial & Functional Aspects of Health Concerns Intro to the Structure & Function of the Nervous System	Discussion Question #1
3	4 & 5	Traumatic Brain Injury Stroke	Quiz #1
4	6 & 7	Epilepsy & Other Conditions of the Nervous System Traumatic Spinal Cord Injury	Discussion Question #2
5	8 & 11	Multiple Sclerosis Developmental Conditions: Cerebral Palsy & Spina Bifida	Quiz #2
6	12 & 20	Neurodevelopmental Disorders Human Immunodeficiency Virus (HIV) Infection	Discussion Question #3
7	16 & 17	Conditions of the Eye & Blindness Hearing Loss & Deafness	Quiz #3
8	23 & 28	Diabetes & Other Conditions of the Endocrine System Cardiovascular Conditions	Quiz #4
9	26 & 32	Amputations Burn Injuries & Other Conditions of the Skin	Disability Condition Research Paper
10	9 & 27	Neurodegenerative & Neuromuscular Conditions Chronic Pain	

<b>11</b>	13 & 14	Diagnosis & Treatment of Psychiatric Conditions: Functional and Vocational Implications  Functional Implications of Selected Psychiatric Diagnoses	Quiz #5
<b>12</b>	15 & 25	Substance-Related and Addictive Disorders  Rheumatoid Arthritis, Lupus, and Other Rheumatic Conditions	Discussion Question #4
<b>13</b>	No Readings This Week	Watch the Film "The Big Sick"	Discussion Board #5
<b>14</b>	No Readings This Week	Graduate in Person Presentations  Undergraduate Online Presentations	Online Presentation Submitted to Blackboard
<b>15</b>		Final Exam Review	

**FINAL EXAM SCHEDULED FOR:** \_\_\_\_\_



# ARKANSAS TECH UNIVERSITY

## REQUEST FOR COURSE ADDITION

Department Initiating Proposal	Date
Department of Kinesiology & Rehabilitation Science	

Title	Signature	Date
Department Head Dr. Rockie Pederson	<i>Rockie Pederson</i>	07/17/2023
Dean Dr. Tim Carter	<i>Tim Carter</i>	7/17/23
Assessment Dr. Christine Austin	<i>Christine Austin</i>	7.18.23
Registrar Ms. Tammy Weaver	<i>Tammy Weaver</i>	7/28/23
Graduate Dean (Graduate Proposals Only) Dr. Sarah Gordon		
Vice President for Academic Affairs Dr. Julie Furst-Bowe		

Committee	Approval Date
General Education Committee (Undergraduate Proposals Only)	
Teacher Education Committee (Graduate or Undergraduate Proposals)	
Curriculum Committee (Undergraduate Proposals Only)	
Faculty Senate (Undergraduate Proposals Only)	
Graduate Council (Graduate Proposals Only)	

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)	Effective Term:
CNSL	5141-3	<input type="radio"/> Spring <input checked="" type="radio"/> Summer I
Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below)		
SEMINAR IN COUNSELING		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript)		
SEM:		



Will this course be cross-listed with another existing course? If so, list course subject and number.  
 Yes  No \_\_\_\_\_

Will this course be cross-listed with a course currently not in the undergraduate or graduate catalog?  
 If so, list course subject and number.  Yes  No \_\_\_\_\_

Is this course repeatable for additional earned hours?  Yes  No How many total hours? \_\_\_\_\_

Grading:  Standard Letter  P/F  Other \_\_\_\_\_

Mode of Instruction (check appropriate box):

<input checked="" type="radio"/> 01 Lecture	<input type="radio"/> 02 Lecture/Laboratory	<input type="radio"/> 03 Laboratory only
<input type="radio"/> 05 Practice Teaching	<input type="radio"/> 06 Internship/Practicum	<input type="radio"/> 07 Apprenticeship/Externship
<input type="radio"/> 08 Independent Study	<input type="radio"/> 09 Readings	<input type="radio"/> 10 Special Topics
<input type="radio"/> 12 Individual Lessons	<input type="radio"/> 13 Applied Instruction	<input type="radio"/> 16 Studio Course
<input type="radio"/> 17 Dissertation	<input type="radio"/> 18 Activity Course	<input type="radio"/> 19 Seminar <input type="radio"/> 98 Other

Does this course require a fee?  Yes  No How Much? \_\_\_\_\_ Select Fee Type \_\_\_\_\_

If selected other list fee type: \_\_\_\_\_

Elective  Major  Minor

(If major or minor course, you must complete the Request for Program Change form to add course to program.)

If course is required by major/minor, how frequently will course be offered?  
 AS NEEDED

Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.?

Will this course require a special classroom (computer lab, smart classroom, or laboratory)?

Answer the following Assessment questions:

- If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable.
  - Arkansas LAC/LPC Knowledge Domains: Domain(s) met will vary based on topic(s) covered
  - Certified Rehabilitation Counselor Knowledge Domains: Domain(s) met will vary based on topic(s) covered.
- If this course is required for the major or minor, complete the following.
  - Provide the program level learning outcome(s) it addresses.
    - Course objectives will be constructed as each course is developed and delivered. Objectives will vary based on topic(s) covered.

2. Provide tool or measure directly linked to each program learning outcome. (How will student learning in this outcome be measured?)
  - i. Assessments and measures will be constructed as each course is developed and delivered. These measures will vary based on topic(s) covered.
- c. What is the rationale for adding this course? What evidence demonstrates this need?
  1. Utilize to compliment student learning when needed/requested.

For the proposed course, attach a syllabus in Word format that includes: **(Items a. through d. should be entered as they should appear in the catalog)**

- a. Course subject
- b. Course number
- c. Catalog course title
- d. Catalog description
  - 1. Arkansas Course Transfer System (ACTS) course number, if applicable
  - 2. Cross-listing
  - 3. Offered (e.g., Fall only, Spring only. Do not enter if offer course fall and spring)
  - 4. Prerequisites
  - 5. Co-requisites
  - 6. Description
  - 7. Notes (e.g., information not in description such as course may be repeated for credit)
  - 8. Contact Hours if different than lecture (e.g., Lecture three hours, laboratory three hours)
  - 9. Fees (e.g., \$36 art fee)
- e. Section for Name of instructor, office hours, contact information (telephone, email)
- f. Text required for course
- g. Bibliography (supplemental reading list)
- h. Justification/rationale for the course
- i. Course objectives
- j. Description of how course meets general education objectives (courses included in the general education component should show how the course meets one or more of the objectives contained in General Education Objectives listed in undergraduate catalog)
- k. Assessment methods (include grading policy with specific equivalents for A, B, C)
- l. Policy on absences, cheating, plagiarism, etc.
- m. Course content (outline of material to be covered in course).

If this course will affect other departments, a Departmental Support Form for each affected department must be attached. The form is located on the Curriculum forms web page at [http://www.atu.edu/registrar/curriculum\\_forms.php](http://www.atu.edu/registrar/curriculum_forms.php).

## **CNSL 5141-3: Seminar in Counseling**

**Offered:** As needed/requested

**Catalog Description:**

A directed seminar in an area of counseling. The specific focus will depend upon research underway, community or student need, and the unique educational opportunity available. Note: May be repeated for credit if course content differs. Note: A grade of C or better is required for Counseling majors.

---

**Instructor:** \_\_\_\_\_  
**Class Location:** \_\_\_\_\_  
**Course Day & Time:** \_\_\_\_\_  
**Office Hours:** \_\_\_\_\_

**E-Mail:** \_\_\_\_\_  
**Office Location:** \_\_\_\_\_  
**Phone:** \_\_\_\_\_

---

**COURSE DESCRIPTION:**

A directed seminar in an area of counseling. The specific focus will depend upon research underway, community or student need, and the unique educational opportunity available. Note: A grade of C or better is required for Counseling majors.

**COURSE OBJECTIVES:**

Course objectives will be constructed as each course is developed and delivered. Objectives will vary based on topic(s) covered.

**MATERIALS AND RESOURCES**

**Required Text:** Text(s) will vary based on topic(s) covered.

**Other Materials:** Suggested readings, movies, multimedia/internet resources, and additional handouts/readings provided by the instructor.

**LICENSURE/CERTIFICATION STANDARDS:**

**Arkansas LAC/LPC Knowledge Domains:** Domain(s) met will vary based on topic(s) covered.

Certified Rehabilitation Counselor Knowledge Domains: Domain(s) met will vary based on topic(s) covered.

**ASSIGNMENTS & POINTS\***

Assignment	Points/each	Total Points	% of Grade
*Assignments will vary based on course topic(s) and construction.			%
			%
<b>Total</b>			<b>100%</b>

**NOTE: YOU MUST COMPLETE ALL ASSIGNMENTS IN ORDER TO PASS THIS CLASS**

**GRADING SCALE\***

You are responsible for monitoring your grade. It is recommended that you keep a running total of the points you have earned throughout the semester. This will tell you where you stand at any given time.

<b>*Grading Scale Point Values Will Depend Upon Assignments and Points Attached to Each</b>				
90% - 100 %	or	points	=	4.0
80% - 89 %	or	points	=	3.0
70 % - 79 %	or	points	=	2.0
60 % - 69 %	or	points	=	1.0

**If you fall below 60% please contact the professor to discuss your academic status.**

**ACADEMIC HONESTY POLICY:**

You are expected to work to the best of *your* ability. **Copying, plagiarizing, self-plagiarizing, and cheating will not be tolerated.** You must give appropriate credit to ideas borrowed from other sources. University policy states that, **“academic dishonesty may have serious consequences...Penalties for various levels of academic dishonesty vary from giving an ‘F’ on a particular quiz or exam, to giving an ‘F’ on a term paper or other written work, or giving the student an ‘F’ or ‘W’ for the course”.** Copying of Internet information regarding motion picture reviews or other online film critiques is a form of plagiarism. If you are unsure whether you may have plagiarized, **please see the Professor before** turning in your assignment to discuss your concerns. Please also refer to the following info graphic for a listing of different types of plagiarism:

[http://www.dontwasteyourtime.co.uk/wp-content/uploads/2012/05/2012-05-14\\_0854.png](http://www.dontwasteyourtime.co.uk/wp-content/uploads/2012/05/2012-05-14_0854.png)

<https://www.ithenticate.com/hs-fs/hub/92785/file-5414624-pdf/media/ith-selfplagiarism-whitepaper.pdf>

**NOTE: Students MUST use quotation marks around any statement that is not their own paraphrased work.**

To ensure academic honesty, promote accurate citing of references, and encourage the learning process, the **Professor has enabled the “Turnitin” function within Blackboard.** In doing so, all assignments will be scanned for unoriginal content utilizing this new technology. The Professor also allows for the student to view the Originality Score following their submission. Should the score be too high, it is recommended that the student re-submit the paper after making the appropriate corrections. The Professor retains the right, however, to make the final determination of originality and integrity, and will engage in discussion(s) with the student prior to said determination.

### **ACADEMIC INTEGRITY:**

Students who violate the Code of Academic Integrity (cheating, plagiarism, etc.) face penalties ranging from being required to redo the assignment (i.e., properly cite sources in cases of plagiarism) to failure of the assignment and/or class. The sanction is dependent on the severity of the violation as well as the number of times a student has violated the policy in the class. Egregious or multiple violations may result in additional university level sanctions. Further information can be found at: <https://www.atu.edu/academic-integrity>

### **AFFIRMATIVE ACTION STATEMENT:**

Arkansas Tech University does not discriminate on the basis of color, sex, sexual orientation, gender identity, race, age, national origin, religion, veteran status, genetic information, or disability in any of our practices, policies, or procedures. If you have experienced any form of discrimination or harassment, including sexual misconduct (e.g. sexual assault, sexual harassment, stalking, domestic or dating violence), we encourage you to report this to the institution. If you report such an incident of misconduct to a faculty or staff member, they are required by law to notify Arkansas Tech University’s Title IX Coordinator and share the basic fact of your experience. The Title IX Coordinator will then be available to assist you in understanding all of your options and in connecting you with all possible resources on and off campus. For more information, please visit: <http://www.atu.edu/titleix/index.php>.

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**COURSE SCHEDULE\***

**\*Course Schedule, Content, and Assignment Schedule Will Differ Based on Text(s) Selected and Determined Assignments**

WEEK	CHAPTER(S)	CONTENT	ASSIGNMENT(S)
1			Blackboard Attendance Module
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			

**FINAL EXAM SCHEDULED FOR: \_\_\_\_\_**





# ARKANSAS TECH UNIVERSITY

## REQUEST FOR COURSE ADDITION

Department Initiating Proposal	Date
Department of Kinesiology & Rehabilitation Science	

Title	Signature	Date
Department Head Dr. Rockie Pederson	<i>Rockie Pederson</i>	07/17/2023
Dean Dr. Tim Carter	<i>Tim Carter</i>	7/17/23
Assessment Dr. Christine Austin	<i>Christine Austin</i>	7.18.23
Registrar Ms. Tammy Weaver	<i>Tammy Weaver</i>	7/28/23
Graduate Dean (Graduate Proposals Only) Dr. Sarah Gordon		
Vice President for Academic Affairs Dr. Julie Furst-Bowe		

Committee	Approval Date
General Education Committee (Undergraduate Proposals Only)	
Teacher Education Committee (Graduate or Undergraduate Proposals)	
Curriculum Committee (Undergraduate Proposals Only)	
Faculty Senate (Undergraduate Proposals Only)	
Graduate Council (Graduate Proposals Only)	

Course Subject: (e.g., ACCT, ENGL) <b>CNSL</b>	Course Number: (e.g., 1003) <b>5163</b>	Effective Term: <input type="radio"/> Spring <input checked="" type="radio"/> Summer I
Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below) <b>FOUNDATIONS OF SUBSTANCE ABUSE</b>		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript) <b>FNDS OF SUBSTANCE ABUSE</b>		

Will this course be cross-listed with another existing course? If so, list course subject and number.  
 Yes  No \_\_\_\_\_

Will this course be cross-listed with a course currently not in the undergraduate or graduate catalog?  
 If so, list course subject and number.  Yes  No \_\_\_\_\_

Is this course repeatable for additional earned hours?  Yes  No How many total hours? \_\_\_\_\_

Grading:  Standard Letter  P/F  Other \_\_\_\_\_

Mode of Instruction (check appropriate box):

<input checked="" type="radio"/> 01 Lecture	<input type="radio"/> 02 Lecture/Laboratory	<input type="radio"/> 03 Laboratory only
<input type="radio"/> 05 Practice Teaching	<input type="radio"/> 06 Internship/Practicum	<input type="radio"/> 07 Apprenticeship/Externship
<input type="radio"/> 08 Independent Study	<input type="radio"/> 09 Readings	<input type="radio"/> 10 Special Topics
<input type="radio"/> 12 Individual Lessons	<input type="radio"/> 13 Applied Instruction	<input type="radio"/> 16 Studio Course
<input type="radio"/> 17 Dissertation	<input type="radio"/> 18 Activity Course	<input type="radio"/> 19 Seminar <input type="radio"/> 98 Other

Does this course require a fee?  Yes  No How Much? \_\_\_\_\_ Select Fee Type \_\_\_\_\_

If selected other list fee type: \_\_\_\_\_

Elective  Major  Minor

(If major or minor course, you must complete the Request for Program Change form to add course to program.)

If course is required by major/minor, how frequently will course be offered?  
 FALL

Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.?

Will this course require a special classroom (computer lab, smart classroom, or laboratory)?

Answer the following Assessment questions:

- If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable.
  - Arkansas LAC/LPC Knowledge Domains:** This course meets, at least in part, the Council for the Accreditation of Counseling and Related Educational Programs (CACREP) Standards
    - A.3.-4., A.11., C.5., C.10.-13., E.10., E.15., G.7., G.11.-17.
  - Certified Rehabilitation Counselor Knowledge Domains:** This course meets, at least in part, the Commission on Rehabilitation Counselor Certification (CRCC) Standards
  - 1.A.b., 1.D., 2.A.-B., 2.D.b., 2.D.e.-j., 2.E.-G., 2.Q., 4.A., 4.C., 5.A.a.-c., 5.B., 5.C.l., 5.C.p., 5.C.s., 5.D., 6.B.a.-c.
- If this course is required for the major or minor, complete the following.

1. Provide the program level learning outcome(s) it addresses.
  - i. Standard 2: Successful graduates are able to comprehend and synthesize the major concepts, principles, theories, and research related to clinical practice and apply this knowledge. They demonstrate the ability to build rapport, explore complex topics and situations, uphold professional ethical and legal standards, develop research-informed treatment plans, refer or perform necessary assessments as part of treatment, and keep accurate and timely records for each client they work with. They successfully model practices that affirm the diversity of all clientele.
  - ii. Standard 3: Successful graduates are successful in their various roles as clinical professionals. They serve as informed advocates for those with rehabilitation and/or mental health needs, and for providing consultative services to community organizations. They engage with families and community members to form collaborative relationships.
  - iii. Standard 4: Successful graduates can competently obtain, evaluate and utilize research, in addition to classroom knowledge, in a manner that scaffolds the clinical relationship.
  - iv. Standard 5: Successful graduates are knowledgeable of the various ways in which disabling conditions may manifest, the effect(s) of those conditions on the individual with the disability as well as their family and friends, and the impact the conditions may have on one or many of the major life areas (e.g., employment, relationships, spirituality). They serve as informed advocates for these clients, their support systems, and for responsive clinical practices.
2. Provide tool or measure directly linked to each program learning outcome. (How will student learning in this outcome be measured?)
  - i. Standard 2:
    1. Video/Live Counseling & Reflection Exercises
    2. Clinical Case Studies
    3. Case Management Portfolio
    4. Reflection Journals
    5. Quizzes & Exams
    6. Formative & Summative Assessments
    7. Experiential Assessments
    8. Treatment Plan Development
  - ii. Standard 3:
    1. Case Study and Advisory Plan
    2. Treatment Plan Development
    3. Consultation Plan Development
  - iii. Standard 4:
    1. Video/Live Counseling & Reflection Exercises
    2. Clinical Case Studies
    3. Formative & Summative Assessments
    4. Experiential Assessments
    5. Pre-Professional Experience
    6. Research Project and Thesis

iv. Standard 5:

1. Research & Analysis Synthesis Paper
2. Clinical Case Studies
3. Formative & Summative Assessments
4. Experiential Assessments
5. Research Project and Thesis

c. What is the rationale for adding this course? What evidence demonstrates this need?

1. According to the requirements outlined by the Arkansas State Board of Examiners (ARBOE; 2020), the Commission on Rehabilitation Counselor Certification (CRCC; 2022), and the Council for Accreditation of Counseling and Related Educational Programs (CACREP; 2024), the following course is necessary to qualify the successful student to sit for the Certified Rehabilitation Counselor (CRC) exam or National Counselor Examination (NCE). Furthermore, the program will be seeking accreditation by CACREP in the next three (3) to five (5) years and is building the program to reflect these academic standards and knowledge domains.
  - i. Arkansas State Board of Examiners [ARBOE]. (2020). *LAC-LPC core curriculum summary*. <https://abec.statesolutions.us/wp-content/uploads/2023/02/LAC-LPC-Core-Curriculum-Summary.pdf>
  - ii. Commission on Rehabilitation Counselor Certification [CRCC]. (2022). *CRC knowledge domains, competencies and tasks*. [https://crccertification.com/wp-content/uploads/2022/05/2022-CRCC-Exam-Blueprint\\_shows-NEW-1.pdf](https://crccertification.com/wp-content/uploads/2022/05/2022-CRCC-Exam-Blueprint_shows-NEW-1.pdf)
  - iii. Council for Accreditation of Counseling and Related Educational Programs [CACREP]. (2024). *CACREP standards*. <https://www.cacrep.org/wp-content/uploads/2023/06/2024-Standards-Combined-Version-6.27.23.pdf>

For the proposed course, attach a syllabus in Word format that includes: **(Items a. through d. should be entered as they should appear in the catalog)**

- a. Course subject
- b. Course number
- c. Catalog course title
- d. Catalog description
  1. Arkansas Course Transfer System (ACTS) course number, if applicable
  2. Cross-listing
  3. Offered (e.g., Fall only, Spring only. Do not enter if offer course fall and spring)
  4. Prerequisites
  5. Co-requisites
  6. Description
  7. Notes (e.g., information not in description such as course may be repeated for credit)
  8. Contact Hours if different than lecture (e.g., Lecture three hours, laboratory three hours)
  9. Fees (e.g., \$36 art fee)
- e. Section for Name of instructor, office hours, contact information (telephone, email)
- f. Text required for course
- g. Bibliography (supplemental reading list)
- h. Justification/rationale for the course
- i. Course objectives
- j. Description of how course meets general education objectives (courses included in the general education component should show how the course meets one or more of the objectives contained in General Education Objectives listed in undergraduate catalog)
- k. Assessment methods (include grading policy with specific equivalents for A, B, C)
- l. Policy on absences, cheating, plagiarism, etc.
- m. Course content (outline of material to be covered in course).

If this course will affect other departments, a Departmental Support Form for each affected department must be attached. The form is located on the Curriculum forms web page at [http://www.atu.edu/registrar/curriculum\\_forms.php](http://www.atu.edu/registrar/curriculum_forms.php).

## **CNSL 5163: Foundations of Substance Abuse**

**Offered:** Fall semesters

### **Catalog Description:**

An introduction to mood and mind-altering substances and related issues designed to provide an overview of the physical, psychological, and sociocultural effects of psychoactive substance use and abuse. Topics include the history of psychoactive substances, pharmacokinetics, models of addiction, patterns of use, diagnostic and treatment information, cultural perspectives, sociopolitical issues, prevention and education. Note: A grade of C or better is required for Counseling majors.

---

**Instructor:** \_\_\_\_\_

**E-Mail:** \_\_\_\_\_

**Class Location:** \_\_\_\_\_

**Office Location:** \_\_\_\_\_

**Course Day & Time:** \_\_\_\_\_

**Phone:** \_\_\_\_\_

**Office Hours:** \_\_\_\_\_

---

### **COURSE DESCRIPTION:**

An introduction to mood and mind-altering substances and related issues designed to provide an overview of the physical, psychological, and sociocultural effects of psychoactive substance use and abuse. Topics include the history of psychoactive substances, pharmacokinetics, models of addiction, patterns of use, diagnostic and treatment information, cultural perspectives, sociopolitical issues, prevention and education.

### **COURSE OBJECTIVES:**

Upon successful completion of the course, students will...

1. Be able to identify and classify major categories of licit and illicit drugs.
2. Gain an understanding of the multi-faceted nature of substance abuse problems from pharmacological, psychological, and ecological perspectives.
3. Comprehend and describe the primary results of substance use and abuse, for both individuals and groups, as supported in the text and assigned readings.

4. Describe the physical effects of substance use on the nervous system and other body systems, including the concepts of tolerance, addiction and withdrawal.
5. Develop a knowledge of the methods and models used to assess, diagnose, treat, and prevent substance use and abuse across the lifespan.
6. Have an increased awareness of social and cultural issues which influence decisions about individual substance use, prevention, and public policy.
7. Expand their knowledge of current research findings related to substance abuse.
8. Acquire resources for further study and investigation.
9. Be provided avenues to analyze controversial issues surrounding drug use and abuse.

**MATERIALS AND RESOURCES**

**Required Text:** Hanson, G. R., Venturelli, P. J., & Fleckenstein, A. E. (2022). *Drugs and society* (14<sup>th</sup> Edition). Jones and Bartlett Learning.

**Other Materials:** Suggested readings, movies, multimedia/internet resources, and additional handouts/readings provided by the instructor.

**LICENSURE/CERTIFICATION STANDARDS:**

**Arkansas LAC/LPC Knowledge Domains:** This course meets, at least in part, the Council for the Accreditation of Counseling and Related Educational Programs (CACREP) Standards...

- |         |           |       |           |
|---------|-----------|-------|-----------|
| A.3.-4. | C.5.      | E.10. | G.7.      |
| A.11.   | C.10.-13. | E.15. | G.11.-17. |

**Certified Rehabilitation Counselor Knowledge Domains:** This course meets, at least in part, the Commission on Rehabilitation Counselor Certification (CRCC) Standards...

- |           |           |
|-----------|-----------|
| 1.A.b.    | 5.A.a.-c. |
| 1.D.      | 5.B.      |
| 2.A.-B.   | 5.C.l.    |
| 2.D.b.    | 5.C.p.    |
| 2.D.e.-j. | 5.C.s.    |
| 2.E.-G.   | 5.D.      |
| 2.Q.      | 6.B.a.-c. |
| 4.A.      |           |
| 4.C.      |           |

### ASSIGNMENTS & POINTS

Assignment	Points/each	Total Points	% of Grade
Content Quizzes (4)	20	80	17.8%
Substance Abuse Paper	100	100	22.2%
Group Project/Presentation	100	100	22.2%
Discussion Questions (6)	20	120	26.7%
Final Exam	50	50	11.1%
<b>TOTAL</b>		<b>450</b>	<b>100%</b>

**NOTE: YOU MUST COMPLETE ALL ASSIGNMENTS IN ORDER TO PASS THIS CLASS**

### GRADING SCALE

90%-100%	or	405-450 points	=	4.0
80%-89%	or	360-404.99 points	=	3.0
70%-79%	or	315-359.99 points	=	2.0
60%-69%	or	270-314.99 points	=	2.0

You are responsible for monitoring your grade. It is recommended that you keep a running total of the points you have earned throughout the semester. This will tell you where you stand at any given time.

**If you fall below 60% please contact the professor to discuss your academic status.**

### ACADEMIC HONESTY POLICY:

You are expected to work to the best of *your* ability. **Copying, plagiarizing, self-plagiarizing, and cheating will not be tolerated.** You must give appropriate credit to ideas borrowed from other sources. University policy states that, "academic dishonesty may have serious consequences...Penalties for various levels of academic dishonesty vary from giving an 'F' on a particular quiz or exam, to giving an 'F' on a term paper or other written work, or giving the student an 'F' or 'W' for the course". Copying of Internet information regarding motion picture reviews or other online film critiques is a form of plagiarism. If you are unsure whether you may have plagiarized, **please see the Professor before** turning



in your assignment to discuss your concerns. Please also refer to the following info graphic for a listing of different types of plagiarism:

[http://www.dontwasteyourtime.co.uk/wp-content/uploads/2012/05/2012-05-14\\_0854.png](http://www.dontwasteyourtime.co.uk/wp-content/uploads/2012/05/2012-05-14_0854.png)

<https://www.ithenticate.com/hs-fs/hub/92785/file-5414624-pdf/media/ith-selfplagiarism-whitepaper.pdf>

**NOTE: Students MUST use quotation marks around any statement that is not their own paraphrased work.**

To ensure academic honesty, promote accurate citing of references, and encourage the learning process, the **Professor has enabled the “Turnitin” function within Blackboard**. In doing so, all assignments will be scanned for unoriginal content utilizing this new technology. The Professor also allows for the student to view the Originality Score following their submission. Should the score be too high, it is recommended that the student re-submit the paper after making the appropriate corrections. The Professor retains the right, however, to make the final determination of originality and integrity, and will engage in discussion(s) with the student prior to said determination.

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<https://www.atu.edu/academic-integrity>

#### **AFFIRMATIVE ACTION STATEMENT:**

Arkansas Tech University does not discriminate on the basis of color, sex, sexual orientation, gender identity, race, age, national origin, religion, veteran status, genetic information, or disability in any of our practices, policies, or procedures. If you have experienced any form of discrimination or harassment, including sexual misconduct (e.g. sexual assault, sexual harassment, stalking, domestic or dating violence), we encourage you to report this to the institution. If you report such an incident of misconduct to a faculty or staff member, they are required by law to notify Arkansas Tech University's Title IX Coordinator and share the basic fact of your experience. The Title IX Coordinator will then be available to assist you in understanding all of your options and in connecting you with all possible resources on and off campus. For more information, please visit: <http://www.atu.edu/titleix/index.php>.

#### **ELECTRONIC MAIL & BLACKBOARD INFORMATION:**

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**obtain class updates, schedule changes, and assignments.** Please be sure to set your Blackboard account so that all emails are automatically forwarded to your ATU ID or other Internet addresses you use.

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**Reasonable Accommodations:** If you need special accommodations as addressed by the American with Disabilities Act (ADA), please provide the Professor with the appropriate documentation from Disability Services and reasonable effort will be made to accommodate your needs. Students with disabilities are encouraged to contact Disability Services to discuss and establish reasonable accommodation. For an appointment with a counselor, please call (479)968-0302; TTY Services - (479) 964-3290. For more information about Disability Services, please check out their website at <http://www.atu.edu/disabilities/index.php>.

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Students are encouraged to be active participants in each class as the experiential nature of counseling courses enriches one's learning experience. Active participation in graduate classes consists of participating in discussions with faculty and/or fellow students, or communicating that one is engaged by utilizing active listening skills and nonverbal indicators.

## COURSE SCHEDULE

WEEK	CHAPTER(S)	CONTENT	ASSIGNMENT(S)
1	1	Introduction Syllabus Review Introduction to Drugs and Society	Blackboard Attendance Module
2	2 & 3	Explaining Drug Use and Abuse Drug Use, Regulation, and the Law	
3	4 & 5	Homeostatic Systems and Drugs How and Why Drugs Work	Discussion Question #1 & Quiz #1
4	7 & 8	Alcohol: Pharmacological Effects Alcohol: Behavioral Effects	Discussion Question #2
5	6	CNS Depressants: Sedative-Hypnotics Guest Speaker: AA/NA Community	Quiz #2
6	9	Narcotics (Opioids) Guest Speaker: Person in Recovery	Discussion #3
7	11	Tobacco Guest Speaker: Life with Lung Cancer/Impact of Smoking on the Lungs	Discussion #4
8	10 & 12	Stimulants Hallucinogens (Psychedelics)	Quiz #3
9	13 & 14	Marijuana Inhalants	
10	15	Over the Counter, Prescription, & Herbal Drugs Discussion about Paper Topics Chosen and Related Research	Substance Abuse Research Paper

<b>11</b>	<b>16</b>	Drug Use in Subcultures of Special Populations Supplemental Materials: Designer Drugs	Quiz #4 & Discussion Question #5
<b>12</b>	<b>17</b>	Drug Abuse Prevention Guest Speaker from Addictions Agency and/or ATU Campus Health & Wellness	Discussion Question #6
<b>13</b>		Group Presentations	Group Project
<b>14</b>		Group Presentations	
<b>15</b>		Final Exam Review Course Wrap Up	

**FINAL EXAM SCHEDULED FOR: \_\_\_\_\_**



# ARKANSAS TECH UNIVERSITY

## REQUEST FOR COURSE ADDITION

Department Initiating Proposal	Date
Department of Kinesiology & Rehabilitation Science	

Title	Signature	Date
Department Head Dr. Rockie Pederson	<i>Rockie Pederson</i>	07/24/2023
Dean Dr. Tim Carter	<i>Tim Carter</i>	7/24/23
Assessment Dr. Christine Austin	<i>Christine Austin</i>	7.31.23
Registrar Ms. Tammy Weaver	<i>Tammy Weaver</i>	7/31/23
Graduate Dean (Graduate Proposals Only) Dr. Sarah Gordon		
Vice President for Academic Affairs Dr. Julie Furst-Bowe		

Committee	Approval Date
General Education Committee (Undergraduate Proposals Only)	
Teacher Education Committee (Graduate or Undergraduate Proposals)	
Curriculum Committee (Undergraduate Proposals Only)	
Faculty Senate (Undergraduate Proposals Only)	
Graduate Council (Graduate Proposals Only)	

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)	Effective Term:
CNSL	5173	<input type="radio"/> Spring <input checked="" type="radio"/> Summer I
Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below)		
FOUNDATIONS OF REHABILITATION COUNSELING		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript)		
FNDS REHABILITATION COUNSELING		

Will this course be cross-listed with another existing course? If so, list course subject and number.  
 Yes  No \_\_\_\_\_

Will this course be cross-listed with a course currently not in the undergraduate or graduate catalog?  
 If so, list course subject and number.  Yes  No \_\_\_\_\_

Is this course repeatable for additional earned hours?  Yes  No How many total hours? \_\_\_\_\_

Grading:  Standard Letter  P/F  Other \_\_\_\_\_

Mode of Instruction (check appropriate box):

<input checked="" type="radio"/> 01 Lecture	<input type="radio"/> 02 Lecture/Laboratory	<input type="radio"/> 03 Laboratory only
<input type="radio"/> 05 Practice Teaching	<input type="radio"/> 06 Internship/Practicum	<input type="radio"/> 07 Apprenticeship/Externship
<input type="radio"/> 08 Independent Study	<input type="radio"/> 09 Readings	<input type="radio"/> 10 Special Topics
<input type="radio"/> 12 Individual Lessons	<input type="radio"/> 13 Applied Instruction	<input type="radio"/> 16 Studio Course
<input type="radio"/> 17 Dissertation	<input type="radio"/> 18 Activity Course	<input type="radio"/> 19 Seminar <input type="radio"/> 98 Other

Does this course require a fee?  Yes  No How Much? \_\_\_\_\_ Select Fee Type \_\_\_\_\_

If selected other list fee type: \_\_\_\_\_

Elective  Major  Minor

(If major or minor course, you must complete the Request for Program Change form to add course to program.)

If course is required by major/minor, how frequently will course be offered?  
 \_\_\_\_\_  
 FALL

Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.?

Will this course require a special classroom (computer lab, smart classroom, or laboratory)?

Answer the following Assessment questions:

- If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable.
  - Arkansas LAC/LPC Knowledge Domains:** This course meets, at least in part, the Council for the Accreditation of Counseling and Related Educational Programs (CACREP) Standards
    - A.1.-12., B.4., B.6.-10., C.8., C.12., D.8., E.2., E.5., G.5., H.1.
  - Certified Rehabilitation Counselor Knowledge Domains:** This course meets, at least in part, the Commission on Rehabilitation Counselor Certification (CRCC) Standards
    - 1.A.a.-l., 1.B.a.-r., 1.C.-H., 2.A., 8.F., 9.A.-l., 11.A.-F.
- If this course is required for the major or minor, complete the following.
  - Provide the program level learning outcome(s) it addresses.





For the proposed course, attach a syllabus in Word format that includes: **(Items a. through d. should be entered as they should appear in the catalog)**

- a. Course subject
- b. Course number
- c. Catalog course title
- d. Catalog description
  1. Arkansas Course Transfer System (ACTS) course number, if applicable
  2. Cross-listing
  3. Offered (e.g., Fall only, Spring only. Do not enter if offer course fall and spring)
  4. Prerequisites
  5. Co-requisites
  6. Description
  7. Notes (e.g., information not in description such as course may be repeated for credit)
  8. Contact Hours if different than lecture (e.g., Lecture three hours, laboratory three hours)
  9. Fees (e.g., \$36 art fee)
- e. Section for Name of instructor, office hours, contact information (telephone, email)
- f. Text required for course
- g. Bibliography (supplemental reading list)
- h. Justification/rationale for the course
- i. Course objectives
- j. Description of how course meets general education objectives (courses included in the general education component should show how the course meets one or more of the objectives contained in General Education Objectives listed in undergraduate catalog)
- k. Assessment methods (include grading policy with specific equivalents for A, B, C)
- l. Policy on absences, cheating, plagiarism, etc.
- m. Course content (outline of material to be covered in course).

If this course will affect other departments, a Departmental Support Form for each affected department must be attached. The form is located on the Curriculum forms web page at [http://www.atu.edu/registrar/curriculum\\_forms.php](http://www.atu.edu/registrar/curriculum_forms.php).

## **CNSL 5173: Foundations of Rehabilitation Counseling**

**Offered:** Every other Fall semester

**Catalog Description:**

Studies focusing on the history and philosophy of rehabilitation counseling, noting federal legislation concerning vocational rehabilitation and independent living mandates. Content also focuses on ethical issues in rehabilitation counseling. Further, rehabilitation counseling services provided in various settings and career options for rehabilitation counselors is also explored. Note: A grade of C or better is required for Counseling majors.

---

**Instructor:** \_\_\_\_\_  
**Class Location:** \_\_\_\_\_  
**Course Day & Time:** \_\_\_\_\_  
**Office Hours:** \_\_\_\_\_

**E-Mail:** \_\_\_\_\_  
**Office Location:** \_\_\_\_\_  
**Phone:** \_\_\_\_\_

---

**COURSE DESCRIPTION:**

Studies focusing on the history and philosophy of rehabilitation counseling, noting federal legislation concerning vocational rehabilitation and independent living mandates. Content also focuses on ethical issues in rehabilitation counseling. Further, rehabilitation counseling services provided in various settings and career options for rehabilitation counselors is also explored. Note: A grade of C or better is required for Counseling majors.

**COURSE OBJECTIVES:**

Upon successful completion of the course, students will...

1. Have a working knowledge of federal legislation concerning vocational rehabilitation and independent living.
2. Have an awareness of the various settings where rehabilitation counselors work.
3. Be conscious of the career options for rehabilitation counselors.
4. Maintain an appreciation for the history and philosophy of rehabilitation counseling, beneath the umbrella of counseling services.

**MATERIALS AND RESOURCES**

**Required Text:** Hartley, M. T., & Tarvydas, V. M. (2022). *The professional practice of rehabilitation counseling* (3<sup>rd</sup> ed.). Springer.

**Other Materials:** Suggested readings, movies, multimedia/internet resources, and additional handouts/readings provided by the instructor.

**LICENSURE/CERTIFICATION STANDARDS:**

**Arkansas LAC/LPC Knowledge Domains:** This course meets, at least in part, the Council for the Accreditation of Counseling and Related Educational Programs (CACREP) Standards

A.1.-12.

B.4.

B.6.-10.

C.8.

C.12.

E.2.

G.5.

D.8.

E.5.

H.1.

**Certified Rehabilitation Counselor Knowledge Domains:** This course meets, at least in part, the Commission on Rehabilitation Counselor Certification (CRCC) Standards...

1.A.a.-1.

1.B.a.-r.

1.C.-H.

2.A.

8.F.

9.A.-I.

11.A.-F.

### **ASSIGNMENTS & POINTS**

Assignment	Points/each	Total Points	% of Grade
Quizzes (5)	75	375	48.3%
Midterm Exam	100	100	12.9%
Influential Legislation Research Paper	175	175	22.6%
Final Exam	125	125	16.2%
<b>Total</b>		<b>775</b>	<b>100%</b>

**NOTE: YOU MUST COMPLETE ALL ASSIGNMENTS IN ORDER TO PASS THIS CLASS**

### **GRADING SCALE**

You are responsible for monitoring your grade. It is recommended that you keep a running total of the points you have earned throughout the semester. This will tell you where you stand at any given time.

90% - 100 %	or	697.5-775 points	=	4.0
80% - 89 %	or	620-697.49 points	=	3.0
70 % - 79 %	or	542.9-619.99 points	=	2.0
60 % - 69 %	or	465-542.89 points	=	1.0

**If you fall below 60% please contact the professor to discuss your academic status.**

### **ACADEMIC HONESTY POLICY:**

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<https://www.ithenticate.com/hs-fs/hub/92785/file-5414624-pdf/media/ith-selfplagiarism-whitepaper.pdf>

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## COURSE SCHEDULE

WEEK	CHAPTER(S)	CONTENT	ASSIGNMENT(S)
1	1	Rehabilitation Counseling: A Specialty Practice of the Counseling Profession	Blackboard Attendance Module
2	2	History and Evolution of Counseling and Rehabilitation Counseling	
3	3	Concepts and Models	Quiz #1
4	4	Rehabilitation Counseling Professional Competencies	
5	5	Professional Credentialing	Quiz #2
6	6	Disability Policy and Law	
7	7	The Person with Disability	
8	8	Family and Relationship Issues	Midterm Exam
9	9	The Disability Rights Community	
10	10	Disability Issues in a Global Context	Quiz #3
11	14	Advocacy	Influential Legislation Research Paper
12	16	Forensic and Indirect Services	Quiz #4
13	17	Ethics and Ethical Decision-Making	
14	20	Psychiatric Rehabilitation	Quiz #5
15	21	Technology	

**FINAL EXAM SCHEDULED FOR:** \_\_\_\_\_



# ARKANSAS TECH UNIVERSITY

## REQUEST FOR COURSE ADDITION

Department Initiating Proposal	Date
Department of Kinesiology & Rehabilitation Science	

Title	Signature	Date
Department Head Dr. Rockie Pederson	<i>Rockie Pederson</i>	07/17/2023
Dean Dr. Tim Carter	<i>Tim Carter</i>	7/17/23
Assessment Dr. Christine Austin	<i>Christine Austin</i>	7.18.23
Registrar Ms. Tammy Weaver	<i>Tammy Weaver</i>	7/28/23
Graduate Dean (Graduate Proposals Only) Dr. Sarah Gordon		
Vice President for Academic Affairs Dr. Julie Furst-Bowe		

Committee	Approval Date
General Education Committee (Undergraduate Proposals Only)	
Teacher Education Committee (Graduate or Undergraduate Proposals)	
Curriculum Committee (Undergraduate Proposals Only)	
Faculty Senate (Undergraduate Proposals Only)	
Graduate Council (Graduate Proposals Only)	

Course Subject: (e.g., ACCT, ENGL) <b>CNSL</b>	Course Number: (e.g., 1003) <b>5223</b>	Effective Term: <input type="radio"/> Spring <input checked="" type="radio"/> Summer I
Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below)		
<b>ETHICS AND PROFESSIONAL DEVELOPMENT</b>		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript)		
<b>ETHICS &amp; PROFESSIONAL DEV</b>		



Will this course be cross-listed with another existing course? If so, list course subject and number.  
 Yes  No

Will this course be cross-listed with a course currently not in the undergraduate or graduate catalog?  
 If so, list course subject and number.  Yes  No

Is this course repeatable for additional earned hours?  Yes  No How many total hours?

Grading:  Standard Letter  P/F  Other

Mode of Instruction (check appropriate box):

<input checked="" type="radio"/> 01 Lecture	<input type="radio"/> 02 Lecture/Laboratory	<input type="radio"/> 03 Laboratory only
<input type="radio"/> 05 Practice Teaching	<input type="radio"/> 06 Internship/Practicum	<input type="radio"/> 07 Apprenticeship/Externship
<input type="radio"/> 08 Independent Study	<input type="radio"/> 09 Readings	<input type="radio"/> 10 Special Topics
<input type="radio"/> 12 Individual Lessons	<input type="radio"/> 13 Applied Instruction	<input type="radio"/> 16 Studio Course
<input type="radio"/> 17 Dissertation	<input type="radio"/> 18 Activity Course	<input type="radio"/> 19 Seminar <input type="radio"/> 98 Other

Does this course require a fee?  Yes  No How Much?  Select Fee Type

If selected other list fee type:

Elective  Major  Minor

(If major or minor course, you must complete the Request for Program Change form to add course to program.)

If course is required by major/minor, how frequently will course be offered?

Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.?

Will this course require a special classroom (computer lab, smart classroom, or laboratory)?

Answer the following Assessment questions:

- a. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable.
  1. **Arkansas LAC/LPC Knowledge Domains:** This course meets, at least in part, the Council for the Accreditation of Counseling and Related Educational Programs (CACREP) Standards
    - i. A.1.-11., E.6., G.6., G.13.-17.
  2. **Certified Rehabilitation Counselor Knowledge Domains:** This course meets, at least in part, the Commission on Rehabilitation Counselor Certification (CRCC) Standards
    - i. 1.A.a.-l., 1.B.a.-r., 1.C.-H., 4.A.

3. Commission on Accreditation of Allied Health Education Programs Knowledge Domains: This course meets, at least in part, the Commission on Accreditation of Allied Health Education Programs (CAAHEP) Standards, which addresses
  - i. 1.C.4., 1.C.5., 1.C.6., 1.C.11., 1.D.2., 1.F.1., 1.F.2.
- b. If this course is required for the major or minor, complete the following.
  1. Provide the program level learning outcome(s) it addresses.
    - i. Standard 1: Successful graduates comprehend the major concepts, principles, theories, and research underlying the philosophical foundations of clinical mental health and rehabilitation counseling, and they work successfully within organizational components.
    - ii. Standard 2: Successful graduates are able to comprehend and synthesize the major concepts, principles, theories, and research related to clinical practice and apply this knowledge. They demonstrate the ability to build rapport, explore complex topics and situations, uphold professional ethical and legal standards, develop research-informed treatment plans, refer or perform necessary assessments as part of treatment, and keep accurate and timely records for each client they work with. They successfully model practices that affirm the diversity of all clientele.
  2. Provide tool or measure directly linked to each program learning outcome. (How will student learning in this outcome be measured?)
    - i. Standard 1:
      1. Written Synthesis Exercises
      2. Clinical Case Studies
      3. Quizzes & Exams
      4. Reflection Papers
    - ii. Standard 2:
      1. Video/Live Counseling & Reflection Exercises
      2. Clinical Case Studies
      3. Case Management Portfolio
      4. Reflection Journals
      5. Quizzes & Exams
      6. Formative & Summative Assessments
      7. Experiential Assessments
      8. Treatment Plan Development
- c. What is the rationale for adding this course? What evidence demonstrates this need?
  1. According to the requirements outlined by the Arkansas State Board of Examiners (ARBOE; 2020), the Commission on Rehabilitation Counselor Certification (CRCC; 2022), and the Council for Accreditation of Counseling and Related Educational Programs (CACREP; 2024), the following course is necessary to qualify the successful student to sit for the Certified Rehabilitation Counselor (CRC) exam or National Counselor Examination (NCE). Furthermore, the program will be seeking accreditation by CACREP in the next three (3) to five (5) years and is building the program to reflect these academic standards and knowledge domains.
    - i. Arkansas State Board of Examiners [ARBOE]. (2020). *LAC-LPC core curriculum summary*. <https://abec.statesolutions.us/wp-content/uploads/2023/02/LAC-LPC-Core-Curriculum-Summary.pdf>

- ii. Commission on Rehabilitation Counselor Certification [CRCC]. (2022). *CRC knowledge domains, competencies and tasks*. [https://crccertification.com/wp-content/uploads/2022/05/2022-CRCC-Exam-Blueprint\\_shows-NEW-1.pdf](https://crccertification.com/wp-content/uploads/2022/05/2022-CRCC-Exam-Blueprint_shows-NEW-1.pdf)
- iii. Council for Accreditation of Counseling and Related Educational Programs [CACREP]. (2024). *CACREP standards*. <https://www.cacrep.org/wp-content/uploads/2023/06/2024-Standards-Combined-Version-6.27.23.pdf>

For the proposed course, attach a syllabus in Word format that includes: **(Items a. through d. should be entered as they should appear in the catalog)**

- a. Course subject
- b. Course number
- c. Catalog course title
- d. Catalog description
  - 1. Arkansas Course Transfer System (ACTS) course number, if applicable
  - 2. Cross-listing
  - 3. Offered (e.g., Fall only, Spring only. Do not enter if offer course fall and spring)
  - 4. Prerequisites
  - 5. Co-requisites
  - 6. Description
  - 7. Notes (e.g., information not in description such as course may be repeated for credit)
  - 8. Contact Hours if different than lecture (e.g., Lecture three hours, laboratory three hours)
  - 9. Fees (e.g., \$36 art fee)
- e. Section for Name of instructor, office hours, contact information (telephone, email)
- f. Text required for course
- g. Bibliography (supplemental reading list)
- h. Justification/rationale for the course
- i. Course objectives
- j. Description of how course meets general education objectives (courses included in the general education component should show how the course meets one or more of the objectives contained in General Education Objectives listed in undergraduate catalog)
- k. Assessment methods (include grading policy with specific equivalents for A, B, C)
- l. Policy on absences, cheating, plagiarism, etc.
- m. Course content (outline of material to be covered in course).

If this course will affect other departments, a Departmental Support Form for each affected department must be attached. The form is located on the Curriculum forms web page at [http://www.atu.edu/registrar/curriculum\\_forms.php](http://www.atu.edu/registrar/curriculum_forms.php).

## RS 4223/CNSL 5223: Ethics and Professional Development

**Offered:** Fall and Spring Semesters

### **Catalog Description:**

Studies that provide an understanding of the professional functioning of counselors including history and philosophy of the profession, professional roles, functions, and relationships with other human service providers, professional organizations, professional credentialing, the role of the professional counselor in advocating on behalf of the profession and ethical standards of ACA and CRCC highlighting applications of ethical and legal considerations in professional counseling. Note: A grade of C or better is required for Counseling majors.

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**Instructor:** \_\_\_\_\_  
**Class Location:** \_\_\_\_\_  
**Course Day & Time:** \_\_\_\_\_  
**Office Hours:** \_\_\_\_\_

**E-Mail:** \_\_\_\_\_  
**Office Location:** \_\_\_\_\_  
**Phone:** \_\_\_\_\_

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### **COURSE DESCRIPTION:**

Studies that provide an understanding of all of the following aspects of professional functioning: a.) history and philosophy of the counseling profession, including significant factors and events; b.) professional roles, functions, and relationships with other human service providers; c.) technological competence and computer literacy; d.) professional organizations, primarily ACA, its divisions, branches, and affiliates, including membership benefits, activities, services to members, and current emphases; e.) professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues; f.) public and private policy processes, including the role of the professional counselor in advocating on behalf of the profession; g.) advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients; and h) ethical standards of ACA and related entities, and applications of ethical and legal considerations in professional counseling. Note: A grade of C or better is required for Counseling majors.

### **COURSE OBJECTIVES:**

Upon successful completion of the course, students will...

1. Be knowledgeable in the history and philosophy of the counseling profession and its specialized areas
2. Know the role and process of the professional counselor advocating on behalf of and with individuals receiving counseling services to address systemic, institutional, architectural, attitudinal, disability, and social barriers that impede access, equity, and success
3. Know of different professional counseling organizations, including membership benefits, activities, services to members, and current issues
4. Understand the different professional counseling credentialing across service delivery

modalities, including certification, licensure, and accreditation practices and standards for all specialized practice areas

5. Apply legislation, regulatory processes, and government/public policy that is relevant to and has impact on service delivery of professional counseling across service delivery modalities and specialized practice areas
6. Actively apply procedures for assessing, responding to risk of, and developing a safety plan for, aggression or danger to others, self-inflicted harm, and suicide
7. Adhere to and ensure confidentiality, privileged communication, and privacy
8. Understand and apply laws and public policy affecting individuals with disabilities
9. Understand and apply ethical decision-making models and processes.
10. Be able to engage in self-care and self-awareness by utilizing self-evaluation strategies for ethical and effective practice

## **MATERIALS AND RESOURCES**

**Required Text:** Corey, G., Schneider Corey, M., & Corey, C. (2024). *Issues and ethics in the helping professions* (11<sup>th</sup> ed.). Cengage.

**Other Materials:** Suggested readings, movies, multimedia/internet resources, and additional handouts/readings provided by the instructor.

## **LICENSURE/CERTIFICATION STANDARDS:**

**Arkansas LAC/LPC Knowledge Domains:** This course meets, at least in part, the Council for the Accreditation of Counseling and Related Educational Programs (CACREP) Standards

A.1.-11.

E.6.

G.6.

G.13.-17.

**Certified Rehabilitation Counselor Knowledge Domains:** This course meets, at least in part, the Commission on Rehabilitation Counselor Certification (CRCC) Standards...

1.A.a.-l.

1.B.a.-r.

1.C.-H.

4.A.

**Commission on Accreditation of Allied Health Education Programs Knowledge Domains:** This course meets, at least in part, the Commission on Accreditation of Allied Health Education Programs (CAAHEP) Standards, which addresses....

1.C.4.

1.C.5.

1.C.6.

1.C.11.

1.D.2.

1.F.1.

1.F.2.

## ASSIGNMENTS & POINTS

Assignment	Points/each	Total Points	% of Grade (RS)	% of Grade (CNSL)
Case Study Analyses (4)	75	300	52.2%	42.8%
Quizzes (4)	25	100	17.4%	14.3%
Roles, Functions, and Relationship Examination	100	100	17.4%	14.3%
Final Exam	75	75	13.0%	10.7%
Credentialing Research Paper (CNSL Only)	125	125	0%	17.9%
<b>Total</b>		<b>575 (RS) 700 (CNSL)</b>	<b>100%</b>	<b>100%</b>

**NOTE: YOU MUST COMPLETE ALL ASSIGNMENTS IN ORDER TO PASS THIS CLASS**

## GRADING SCALE

		RS	CNSL		
90%-100%	or	517.5-575 points	630-700 points	=	<b>4.0</b>
80%-89%	or	460-517.49 points	560-629.99 points	=	<b>3.0</b>
70%-79%	or	402.5-459.99 points	490-559.99 points	=	<b>2.0</b>
60%-69%	or	345-402.49 points	420-489.99 points	=	<b>1.0</b>

You are responsible for monitoring your grade. It is recommended that you keep a running total of the points you have earned throughout the semester. This will tell you where you stand at any given time.

**If you fall below 60% please contact the professor to discuss your academic status.**

### ACADEMIC HONESTY POLICY:

You are expected to work to the best of *your* ability. **Copying, plagiarizing, self-plagiarizing, and cheating will not be tolerated.** You must give appropriate credit to ideas borrowed from other sources. University policy states that, “**academic dishonesty may have serious consequences...Penalties for various levels of academic dishonesty vary from giving an ‘F’ on a particular quiz or exam, to giving an ‘F’ on a term paper or other written work, or giving the student an ‘F’ or ‘W’ for the course**”. Copying of Internet information regarding motion picture reviews or other online film critiques is a form of plagiarism. If you are unsure whether you may have plagiarized, **please see the Professor before** turning in your assignment to discuss your concerns. Please also refer to the following info graphic for a listing of different types of plagiarism:

[http://www.dontwasteyourtime.co.uk/wp-content/uploads/2012/05/2012-05-14\\_0854.png](http://www.dontwasteyourtime.co.uk/wp-content/uploads/2012/05/2012-05-14_0854.png)

<https://www.ithenticate.com/hs-fs/hub/92785/file-5414624-pdf/media/ith-selfplagiarism-whitepaper.pdf>

**NOTE: Students MUST use quotation marks around any statement that is not their own paraphrased work.**

To ensure academic honesty, promote accurate citing of references, and encourage the learning process, the **Professor has enabled the “Turnitin” function within Blackboard.** In doing so, all assignments will be scanned for unoriginal content utilizing this new technology. The Professor also allows for the student to view the Originality Score following their submission. Should the score be too high, it is recommended that the student re-submit the paper after making the appropriate corrections. The Professor retains the right, however, to make the final determination of originality and integrity, and will engage in discussion(s) with the student prior to said determination.

#### **ACADEMIC INTEGRITY:**

Students who violate the Code of Academic Integrity (cheating, plagiarism, etc.) face penalties ranging from being required to redo the assignment (i.e., properly cite sources in cases of plagiarism) to failure of the assignment and/or class. The sanction is dependent on the severity of the violation as well as the number of times a student has violated the policy in the class. Egregious or multiple violations may result in additional university level sanctions. Further information can be found at: <https://www.atu.edu/academic-integrity>

#### **AFFIRMATIVE ACTION STATEMENT:**

Arkansas Tech University does not discriminate on the basis of color, sex, sexual orientation, gender identity, race, age, national origin, religion, veteran status, genetic information, or disability in any of our practices, policies, or procedures. If you have experienced any form of discrimination or harassment, including sexual misconduct (e.g. sexual assault, sexual harassment, stalking, domestic or dating violence), we encourage you to report this to the institution. If you report such an incident of misconduct to a faculty or staff member, they are required by law to notify Arkansas Tech University’s Title IX Coordinator and share the basic fact of your experience. The Title IX Coordinator will then be available to assist you in understanding all of your options and in connecting you with all possible resources on and off campus. For more information, please visit: <http://www.atu.edu/titleix/index.php>.

#### **ELECTRONIC MAIL & BLACKBOARD INFORMATION:**

Course documents (i.e. course syllabus) and other resource information are posted on the Blackboard system (<http://bblearn.atu.edu/>). You are able to access this information 24/7 from locations outside of the regular classroom. **You are responsible for checking Blackboard and your ATU email routinely to obtain class updates, schedule changes, and assignments.** Please be sure to set your Blackboard account so that all emails are automatically forwarded to your ATU ID or other Internet addresses you use.

#### **BLACKBOARD HELP DESK INFORMATION:**

If you are experiencing problems with the Blackboard system, please contact the ATU eTech Help Desk at (479) 968-0646 or (866) 400-8022. Technicians are available to answer your questions 24/7, excluding holidays.

#### **STUDENT ACCOMMODATIONS:**

“Arkansas Tech University is committed to providing equal opportunities for higher education to academically qualified individuals with disabilities. Students with disabilities attending Tech will be integrated as completely as possible into the University community”. Students requiring accommodations are encouraged to register with ATU’s Disability Services office. The office is



located at Suite 141 in Doc Bryan and can be reached at (479) 968-0302; TTY Services - (479) 964-3290.

**Reasonable Accommodations:** If you need special accommodations as addressed by the American with Disabilities Act (ADA), please provide the Professor with the appropriate documentation from Disability Services and reasonable effort will be made to accommodate your needs. Students with disabilities are encouraged to contact Disability Services to discuss and establish reasonable accommodation. For an appointment with a counselor, please call (479)968-0302; TTY Services - (479) 964-3290. For more information about Disability Services, please check out their website at <http://www.atu.edu/disabilities/index.php>.

#### **IN CASE OF EMERGENCIES:**

Please refer to the Professor for directions on what action(s) to take, keep calm and abide by all University directed commands. More specific information can be accessed at <http://www.atu.edu/emergency/index.php>. A copy of the Emergency Operations Plan can be found at <http://www.atu.edu/psafe/docs/ATUEPlan.pdf>.

#### **STUDENT NEEDS STATEMENT:**

Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to notify the instructor if they are comfortable in doing so. Community resources are available for students and can be found at the following webpage: <https://www.atu.edu/localresources/>

If a student finds they need more support, they are encouraged to contact the Office of the Vice President for Student Services (479-968-0238).

#### **ATTENDANCE AND CLASS PARTICIPATION:**

It is vital to a student's success that they attend class. If a student is ill or has other reason(s) to miss class, it is important that they email their professor ahead of the scheduled class informing them of such. It remains at the discretion of the professor of record and/or the graduate program coordinator to determine if and how missed in class attendance/assignments will be made up. Unexcused absences may result in the student being unable to make up missed work, potentially resulting in deleterious effects to one's standing in the course.

Students are encouraged to be active participants in each class as the experiential nature of counseling courses enriches one's learning experience. Active participation in graduate classes consists of participating in discussions with faculty and/or fellow students, or communicating that one is engaged by utilizing active listening skills and nonverbal indicators.

## **COURSE SCHEDULE**

<b>WEEK</b>	<b>CHAPTER(S)</b>	<b>CONTENT</b>	<b>ASSIGNMENT(S)</b>
<b>1</b>	1	Introduction to Professional Ethics	Blackboard Attendance Module
<b>2</b>	2	The Counselor as a Person and as a Professional	
<b>3</b>	3	Values and the Helping Relationship	Quiz #1
<b>4</b>	4	Multicultural Perspectives and Diversity Issues	Case Study Analysis 1
<b>5</b>	5	Client Rights and Counselor Responsibilities	
<b>6</b>	6	Confidentiality: Ethical and Legal Issues	Quiz #2
<b>7</b>	7	Managing Boundaries and Multiple Relationships	Case Study Analysis 2
<b>8</b>	8	Professional Competence and Training	
<b>9</b>	9	Ethical Issues in Supervision	Quiz #3
<b>10</b>	10	Issues in Theory and Practice	Case Study Analysis 3
<b>11</b>	11	Ethical Issues in Couples and Family Therapy	Roles, Functions, and Relationship Examination
<b>12</b>	12	Ethical Issues in Group Work	Quiz #4
<b>13</b>	13	Community and Social Justice Perspectives	Case Study Analysis 4
<b>14</b>			
<b>15</b>			Credentialing Research Paper (CNSL Only)

**FINAL EXAM SCHEDULED FOR: \_\_\_\_\_**



# ARKANSAS TECH UNIVERSITY

## REQUEST FOR COURSE ADDITION

Department Initiating Proposal	Date
Department of Kinesiology & Rehabilitation Science	

Title	Signature	Date
Department Head Dr. Rockie Pederson	<i>Rockie Pederson</i>	07/17/2023
Dean Dr. Tim Carter	<i>Tim Carter</i>	7/17/23
Assessment Dr. Christine Austin	<i>Christine Austin</i>	7.18.23
Registrar Ms. Tammy Weaver	<i>Tammy Weaver</i>	7/28/23
Graduate Dean (Graduate Proposals Only) Dr. Sarah Gordon		
Vice President for Academic Affairs Dr. Julie Furst-Bowe		

Committee	Approval Date
General Education Committee (Undergraduate Proposals Only)	
Teacher Education Committee (Graduate or Undergraduate Proposals)	
Curriculum Committee (Undergraduate Proposals Only)	
Faculty Senate (Undergraduate Proposals Only)	
Graduate Council (Graduate Proposals Only)	

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)	Effective Term:
CNSL	5233	<input type="radio"/> Spring <input checked="" type="radio"/> Summer I
Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below)		
DIVERSITY AND INCLUSION IN HUMAN SERVICE SETTINGS		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript)		
DIV/INCLUSION IN HUM SERV SETT		

Will this course be cross-listed with another existing course? If so, list course subject and number.  
 Yes  No

Will this course be cross-listed with a course currently not in the undergraduate or graduate catalog?  
 Yes  No

If so, list course subject and number.

Is this course repeatable for additional earned hours?  Yes  No How many total hours?

Grading:  Standard Letter  P/F  Other

Mode of Instruction (check appropriate box):

<input checked="" type="radio"/> 01 Lecture	<input type="radio"/> 02 Lecture/Laboratory	<input type="radio"/> 03 Laboratory only
<input type="radio"/> 05 Practice Teaching	<input type="radio"/> 06 Internship/Practicum	<input type="radio"/> 07 Apprenticeship/Externship
<input type="radio"/> 08 Independent Study	<input type="radio"/> 09 Readings	<input type="radio"/> 10 Special Topics
<input type="radio"/> 12 Individual Lessons	<input type="radio"/> 13 Applied Instruction	<input type="radio"/> 16 Studio Course
<input type="radio"/> 17 Dissertation	<input type="radio"/> 18 Activity Course	<input type="radio"/> 19 Seminar <input type="radio"/> 98 Other

Does this course require a fee?  Yes  No How Much?  Select Fee Type

If selected other list fee type:

Elective  Major  Minor

(If major or minor course, you must complete the Request for Program Change form to add course to program.)

If course is required by major/minor, how frequently will course be offered?

Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.?

Will this course require a special classroom (computer lab, smart classroom, or laboratory)?

Answer the following Assessment questions:

- a. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable.
  1. **Arkansas LAC/LPC Knowledge Domains:** This course meets, at least in part, the Council for the Accreditation of Counseling and Related Educational Programs (CACREP) Standards
    - i. A.4., B.1.-11., C.2., C.11., D.2., D.11., E.7., E.11., E.13., G.5., G.7.
  2. **Certified Rehabilitation Counselor Knowledge Domains:** This course meets, at least in part, the Commission on Rehabilitation Counselor Certification (CRCC) Standards
    - i. 1.A.c., 10.E.-F., 1.A.c., 10.E.-F., 1.C., 5.A.a.-c., 5.E.

3. Commission on Accreditation of Allied Health Education Programs Knowledge Domains: This course meets, at least in part, the Commission on Accreditation of Allied Health Education Programs (CAAHEP) Standards, which addresses
  - i. 1.A.1., 1.A.4., 1.A.6., 1.A.8., 1.B.1., 1.B.4., 1.B.11., 1.C.6., 1.C.7., 1.D.1., 1.D.2., 1.D.3., 1.D.5., 1.D.6., 1.D.8., 1.E.1., 1.F.1
- b. If this course is required for the major or minor, complete the following.
  1. Provide the program level learning outcome(s) it addresses.
    - i. Standard 2: Successful graduates are able to comprehend and synthesize the major concepts, principles, theories, and research related to clinical practice and apply this knowledge. They demonstrate the ability to build rapport, explore complex topics and situations, uphold professional ethical and legal standards, develop research-informed treatment plans, refer or perform necessary assessments as part of treatment, and keep accurate and timely records for each client they work with. They successfully model practices that affirm the diversity of all clientele.
    - ii. Standard 5: Successful graduates are knowledgeable of the various ways in which disabling conditions may manifest, the effect(s) of those conditions on the individual with the disability as well as their family and friends, and the impact the conditions may have on one or many of the major life areas (e.g., employment, relationships, spirituality). They serve as informed advocates for these clients, their support systems, and for responsive clinical practices.
  2. Provide tool or measure directly linked to each program learning outcome. (How will student learning in this outcome be measured?)
    - i. Standard 2:
      1. Research & Analysis Synthesis Paper
      2. Clinical Case Studies
      3. Formative & Summative Assessments
      4. Experiential Assessments
      5. Research Project and Thesis
    - ii. Standard 5:
      1. Research & Analysis Synthesis Paper
      2. Clinical Case Studies
      3. Formative & Summative Assessments
      4. Experiential Assessments
      5. Research Project and Thesis
- c. What is the rationale for adding this course? What evidence demonstrates this need?
  1. According to the requirements outlined by the Arkansas State Board of Examiners (ARBOE; 2020), the Commission on Rehabilitation Counselor Certification (CRCC; 2022), and the Council for Accreditation of Counseling and Related Educational Programs (CACREP; 2024), the following course is necessary to qualify the successful student to sit for the Certified Rehabilitation Counselor (CRC) exam or National Counselor Examination (NCE). Furthermore, the program will be seeking accreditation by CACREP in the next three (3) to five (5) years and is building the program to reflect these academic standards and knowledge domains.

- i. Arkansas State Board of Examiners [ARBOE]. (2020). *LAC-LPC core curriculum summary*. <https://abec.statesolutions.us/wp-content/uploads/2023/02/LAC-LPC-Core-Curriculum-Summary.pdf>
- ii. Commission on Rehabilitation Counselor Certification [CRCC]. (2022). *CRC knowledge domains, competencies and tasks*. [https://crccertification.com/wp-content/uploads/2022/05/2022-CRCC-Exam-Blueprint\\_shows-NEW-1.pdf](https://crccertification.com/wp-content/uploads/2022/05/2022-CRCC-Exam-Blueprint_shows-NEW-1.pdf)
- iii. Council for Accreditation of Counseling and Related Educational Programs [CACREP]. (2024). *CACREP standards*. <https://www.cacrep.org/wp-content/uploads/2023/06/2024-Standards-Combined-Version-6.27.23.pdf>

For the proposed course, attach a syllabus in Word format that includes: **(Items a. through d. should be entered as they should appear in the catalog)**

- a. Course subject
- b. Course number
- c. Catalog course title
- d. Catalog description
  1. Arkansas Course Transfer System (ACTS) course number, if applicable
  2. Cross-listing
  3. Offered (e.g., Fall only, Spring only. Do not enter if offer course fall and spring)
  4. Prerequisites
  5. Co-requisites
  6. Description
  7. Notes (e.g., information not in description such as course may be repeated for credit)
  8. Contact Hours if different than lecture (e.g., Lecture three hours, laboratory three hours)
  9. Fees (e.g., \$36 art fee)
- e. Section for Name of instructor, office hours, contact information (telephone, email)
- f. Text required for course
- g. Bibliography (supplemental reading list)
- h. Justification/rationale for the course
- i. Course objectives
- j. Description of how course meets general education objectives (courses included in the general education component should show how the course meets one or more of the objectives contained in General Education Objectives listed in undergraduate catalog)
- k. Assessment methods (include grading policy with specific equivalents for A, B, C)
- l. Policy on absences, cheating, plagiarism, etc.
- m. Course content (outline of material to be covered in course).

If this course will affect other departments, a Departmental Support Form for each affected department must be attached. The form is located on the Curriculum forms web page at [http://www.atu.edu/registrar/curriculum\\_forms.php](http://www.atu.edu/registrar/curriculum_forms.php).

## **RS 4233/CNSL 5233: Diversity and Inclusion in Human Services Settings**

**Offered:** Fall and Spring Semesters

### **Catalog Description:**

Cross-listing: RS 4133. Studies that provide an understanding of the cultural context of relationships, issues, and trends in a multicultural and diverse society related to such factors as culture, ethnicity, nationality, age, gender, sexual orientation, mental and physical characteristics, education, family values, religious and spiritual values, socioeconomic status and unique characteristics of individual, couples, families, ethnic groups, and communities including strategies for working with diverse populations and ethnic groups, counselors' roles in social justice, advocacy and conflict resolution, cultural self-awareness, the nature of biases and prejudices, processes of intentional and unintentional oppression and discrimination, and theories of multicultural counseling and identity development. Note: A grade of C or better is required for Counseling majors.

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**Instructor:** \_\_\_\_\_  
**Class Location:** \_\_\_\_\_  
**Course Day & Time:** \_\_\_\_\_  
**Office Hours:** \_\_\_\_\_

**E-Mail:** \_\_\_\_\_  
**Office Location:** \_\_\_\_\_  
**Phone:** \_\_\_\_\_

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### **COURSE DESCRIPTION:**

Studies that provide an understanding of the cultural context of relationships, issues, and trends in a multicultural and diverse society related to such factors as culture, ethnicity, nationality, age, gender, sexual orientation, mental and physical characteristics, education, family values, religious and spiritual values, socioeconomic status and unique characteristics of individual, couples, families, ethnic groups, and communities including all of the following; a) multicultural and pluralistic trends, including characteristics and concerns between and within diverse groups nationally and internationally; b) attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities; c) individual, couple, family, group, and community strategies for working with diverse populations and ethnic groups; d.) counselors' roles in social justice, advocacy and conflict resolution, cultural self-awareness, the nature of biases, prejudices, processes of intentional and unintentional oppression and discrimination, and other culturally supported behaviors that are detrimental to the growth of the human spirit, mind, or body; e) theories of multicultural counseling, theories of identity development, and multicultural competencies; and f.) Ethical and legal considerations. Note: A grade of C or better is required for Counseling majors.

### **COURSE OBJECTIVES:**

Upon successful completion of the course, students will...

1. Be knowledgeable in theories and models of multicultural counseling, social justice, and advocacy.
2. Recognize the influence of heritage, cultural identities, attitudes, values, beliefs,



understandings, within-group differences, and acculturative experiences on individuals' worldviews.

3. Be cognizant of the effects of historical events, multigenerational trauma, and current issues on diverse cultural groups in the U.S. and globally.
4. Grasp the effects of stereotypes, overt and covert discrimination, racism, power, oppression, privilege, marginalization, microaggressions, and violence on counselors and clients.
5. Have an awareness and appreciation for the disproportional effects of poverty, income disparities, and health disparities toward people with marginalized identities.
6. Understand and synthesize strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination.
7. Discern guidelines developed by various professional counseling organizations related to social justice, advocacy, and working with individuals with diverse cultural identities.
8. Be knowledgeable in theories of cultural identity development.
9. Understand and address institutional and social barriers that impede access, equity, and success for clients.

### **MATERIALS AND RESOURCES**

**Required Text:** Sue, D. W., & Sue, D., Neville, H. A., & Smith, L. (2022). *Counseling the culturally diverse: Theory and practice* (9<sup>th</sup> ed.). John Wiley & Sons, Inc.

**Other Materials:** Suggested readings, movies, multimedia/internet resources, and additional handouts/readings provided by the instructor.

### **LICENSURE/CERTIFICATION/ACCREDITATION STANDARDS:**

**Arkansas LAC/LPC Knowledge Domains:** This course meets, at least in part, the Council for the Accreditation of Counseling and Related Educational Programs (CACREP) Standards

A.4.	C.2.	D.11.	E.13.
	C.11.	E.7.	G.5.
B.1.-11.	D.2.	E.11.	G.7.

**Certified Rehabilitation Counselor Knowledge Domains:** This course meets, at least in part, the Commission on Rehabilitation Counselor Certification (CRCC) Standards...

1.A.c.	1.C.	5.A.a.-c.	5.E.
10.E.-F.			

**Commission on Accreditation of Allied Health Education Programs Knowledge Domains:** This course meets, at least in part, the Commission on Accreditation of Allied Health Education Programs (CAAHEP) Standards, which addresses ....

1.A.1.	1.A.6.	1.B.1.	1.B.11.
1.A.4.	1.A.8.	1.B.4.	1.C.6.

1.C.7.  
1.D.1.  
1.D.2.

1.D.3.  
1.D.5.  
1.D.6:

1.D.8.  
1.E.1.  
1.F.1

### ASSIGNMENTS & POINTS

Assignment	Points/each	Total Points	% of Grade (RS)	% of Grade (CNSL)
Documentary Movie Review (1)	40	40	7.1%	5.2%
Discussion Boards (4)	25	100	17.7%	13.1%
Reflective Journal Entries (6)	25	175	31%	22.9%
“13 <sup>th</sup> ” Discussion Board	100	100	17.7%	13.1%
Final Reflective Journal/Paper	150	150	26.5%	19.6%
Cultural Competence Application Paper (CNSL Only)	200	200	0%	26.1%
<b>Total</b>		565 (RS) 765 (CNSL)	<b>100%</b>	<b>100%</b>

**NOTE: YOU MUST COMPLETE ALL ASSIGNMENTS IN ORDER TO PASS THIS CLASS**

### GRADING SCALE

You are responsible for monitoring your grade. It is recommended that you keep a running total of the points you have earned throughout the semester. This will tell you where you stand at any given time.

	<b>RS Students</b>	<b>CNSL Students</b>	
90% - 100 % or	508.5-565 points	688.5-765 points	= 4.0
80% - 89 % or	452-508.49 points	612-688.49 points	= 3.0
70 % - 79 % or	395.5-451.99 points	535.5-611.99 points	= 2.0
60 % - 69 % or	339-395.49 points	459-535.49 points	= 1.0

**If you fall below 60% please contact the professor to discuss your academic status.**

**\*\*\*DISCLAIMER:** This course will be exploring sensitive topics that are both real and fictional and may induce feelings of discomfort or otherwise strong reactions. Subject matter may include profanity, race and ethnicity, substance use/abuse, sexuality and sexual orientation, religion, and other controversial topics.

### ACADEMIC HONESTY POLICY:

You are expected to work to the best of *your* ability. **Copying, plagiarizing, self-plagiarizing, and cheating will not be tolerated.** You must give appropriate credit to ideas borrowed from other sources. University policy states that, “**academic dishonesty may have serious consequences...Penalties for various levels of academic dishonesty vary from giving an ‘F’ on a particular quiz or exam, to giving an ‘F’ on a term paper or other written work, or giving the student an ‘F’ or ‘W’ for the course**”. Copying of Internet information regarding motion picture reviews or other online film critiques is a form of plagiarism. If you are unsure whether you may have plagiarized, **please see the Professor before** turning in your assignment to discuss your concerns. Please also refer to the following info graphic for a listing of different types of plagiarism:

[http://www.dontwasteyourtime.co.uk/wp-content/uploads/2012/05/2012-05-14\\_0854.png](http://www.dontwasteyourtime.co.uk/wp-content/uploads/2012/05/2012-05-14_0854.png)

<https://www.ithenticate.com/hs-fs/hub/92785/file-5414624-pdf/media/ith-selfplagiarism-whitepaper.pdf>

**NOTE: Students MUST use quotation marks around any statement that is not their own paraphrased work.**

To ensure academic honesty, promote accurate citing of references, and encourage the learning process, the **Professor has enabled the “Turnitin” function within Blackboard**. In doing so, all assignments will be scanned for unoriginal content utilizing this new technology. The Professor also allows for the student to view the Originality Score following their submission. Should the score be too high, it is recommended that the student re-submit the paper after making the appropriate corrections. The Professor retains the right, however, to make the final determination of originality and integrity, and will engage in discussion(s) with the student prior to said determination.

### **ACADEMIC INTEGRITY:**

Students who violate the Code of Academic Integrity (cheating, plagiarism, etc.) face penalties ranging from being required to redo the assignment (i.e., properly cite sources in cases of plagiarism) to failure of the assignment and/or class. The sanction is dependent on the severity of the violation as well as the number of times a student has violated the policy in the class. Egregious or multiple violations may result in additional university level sanctions. Further information can be found at: <https://www.atu.edu/academic-integrity>

### **AFFIRMATIVE ACTION STATEMENT:**

Arkansas Tech University does not discriminate on the basis of color, sex, sexual orientation, gender identity, race, age, national origin, religion, veteran status, genetic information, or disability in any of our practices, policies, or procedures. If you have experienced any form of discrimination or harassment, including sexual misconduct (e.g. sexual assault, sexual harassment, stalking, domestic or dating violence), we encourage you to report this to the institution. If you report such an incident of misconduct to a faculty or staff member, they are required by law to notify Arkansas Tech University’s Title IX Coordinator and share the basic fact of your experience. The Title IX Coordinator will then be available to assist you in understanding all of your options and in connecting you with all possible resources on and off campus. For more information, please visit: <http://www.atu.edu/titleix/index.php>.

### **ELECTRONIC MAIL & BLACKBOARD INFORMATION:**

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be integrated as completely as possible into the University community”. Students requiring accommodations are encouraged to register with ATU’s Disability Services office. The office is located at Suite 141 in Doc Bryan and can be reached at (479) 968-0302; TTY Services - (479) 964-3290.

**Reasonable Accommodations:** If you need special accommodations as addressed by the American with Disabilities Act (ADA), please provide the Professor with the appropriate documentation from Disability Services and reasonable effort will be made to accommodate your needs. Students with disabilities are encouraged to contact Disability Services to discuss and establish reasonable accommodation. For an appointment with a counselor, please call (479)968-0302; TTY Services - (479) 964-3290. For more information about Disability Services, please check out their website at <http://www.atu.edu/disabilities/index.php>.

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If a student finds they need more support, they are encouraged to contact the Office of the Vice President for Student Services (479-968-0238).

#### **ATTENDANCE AND CLASS PARTICIPATION:**

It is vital to a student’s success that they attend class. If a student is ill or has other reason(s) to miss class, it is important that they email their professor ahead of the scheduled class informing them of such. It remains at the discretion of the professor of record and/or the graduate program coordinator to determine if and how missed in class attendance/assignments will be made up. Unexcused absences may result in the student being unable to make up missed work, potentially resulting in deleterious effects to one’s standing in the course.

Students are encouraged to be active participants in each class as the experiential nature of counseling courses enriches one’s learning experience. Active participation in graduate classes consists of participating in discussions with faculty and/or fellow students, or communicating that one is engaged by utilizing active listening skills and nonverbal indicators.

## COURSE SCHEDULE

WEEK	CHAPTER(S)	CONTENT	ASSIGNMENT(S)
1	1 & 2	Understanding Resistance to Multicultural Training: Obstacles to Developing Cultural Competence Multicultural Counseling and Therapy (MCT)	Blackboard Attendance Module Discussion Board #1
2	3 & 4	Cultural Perspectives and Barriers: The Individual Interplay of Cultural Experiences Microaggressions: Implications for Counseling and Psychotherapy	
3	5 & 6	Sociohistorical Privilege and Oppression: Implications for Counseling and Psychotherapy Racial Ethnic Cultural (REC) Identity Attitudes in People of Color: Counseling Implications	Journal #1
4	8, 9 & 11	Multicultural Counseling Competence and Cultural Humility for People of Color Counselors and Therapists Multicultural Evidence-Based Practice Culturally Competent Assessment	Discussion Board #2
5	7	White Racial Consciousness: Implications for Counseling and Psychotherapy	Journal #2
6	12	Multicultural Counseling Contexts: African Americans	
7	13 & 14	Multicultural Counseling Contexts: American Indians/Native Americans and Alaskan Natives Multicultural Counseling Contexts: Asian Americans and Pacific Islanders	Discussion Board #3
8	15	Multicultural Counseling Contexts: Latinx Communities	Journal #3
9	16	Multicultural Counseling Contexts: Multiracial Americans	"13th" Discussion Board
10	17	Multicultural Counseling Contexts: Arab Americans	Journal #4
11	19	Multicultural Counseling Contexts: Immigrants and Refugees	Documentary Movie Review
12	20	Multicultural Counseling Contexts: LGBTQ Communities	Discussion Board #4
13	22	Multicultural Counseling Contexts: Women	Journal #5
14	23	Multicultural Counseling Contexts: Individuals Living in Poverty	Cultural Competence Application Paper (CNSL Only)
15	24	Multicultural Counseling Contexts: Individuals with Disabilities	Journal #6

**FINAL REFLECTIVE JOURNAL DUE:** \_\_\_\_\_



# ARKANSAS TECH UNIVERSITY

## REQUEST FOR COURSE ADDITION

Department Initiating Proposal	Date
Department of Kinesiology & Rehabilitation Science	

Title	Signature	Date
Department Head Dr. Rockie Pederson	<i>Rockie Pederson</i>	07/17/2023
Dean Dr. Tim Carter	<i>Tim Carter</i>	7/17/23
Assessment Dr. Christine Austin	<i>Christine Austin</i>	7.18.23
Registrar Ms. Tammy Weaver	<i>Tammy Weaver</i>	7/28/23
Graduate Dean (Graduate Proposals Only) Dr. Sarah Gordon		
Vice President for Academic Affairs Dr. Julie Furst-Bowe		

Committee	Approval Date
General Education Committee (Undergraduate Proposals Only)	
Teacher Education Committee (Graduate or Undergraduate Proposals)	
Curriculum Committee (Undergraduate Proposals Only)	
Faculty Senate (Undergraduate Proposals Only)	
Graduate Council (Graduate Proposals Only)	

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)	Effective Term:
CNSL	5243	<input type="radio"/> Spring <input checked="" type="radio"/> Summer I
Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below)		
PSYCHOPATHOLOGY		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript)		
PSYCHOPATHOLOGY		



Will this course be cross-listed with another existing course? If so, list course subject and number.  
 Yes  No

Will this course be cross-listed with a course currently not in the undergraduate or graduate catalog?  
 If so, list course subject and number.  Yes  No

Is this course repeatable for additional earned hours?  Yes  No How many total hours?

Grading:  Standard Letter  P/F  Other

Mode of Instruction (check appropriate box):

<input checked="" type="radio"/> 01 Lecture	<input type="radio"/> 02 Lecture/Laboratory	<input type="radio"/> 03 Laboratory only
<input type="radio"/> 05 Practice Teaching	<input type="radio"/> 06 Internship/Practicum	<input type="radio"/> 07 Apprenticeship/Externship
<input type="radio"/> 08 Independent Study	<input type="radio"/> 09 Readings	<input type="radio"/> 10 Special Topics
<input type="radio"/> 12 Individual Lessons	<input type="radio"/> 13 Applied Instruction	<input type="radio"/> 16 Studio Course
<input type="radio"/> 17 Dissertation	<input type="radio"/> 18 Activity Course	<input type="radio"/> 19 Seminar <input type="radio"/> 98 Other

Does this course require a fee?  Yes  No How Much?  Select Fee Type

If selected other list fee type:

Elective  Major  Minor

(If major or minor course, you must complete the Request for Program Change form to add course to program.)

If course is required by major/minor, how frequently will course be offered?

Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.?

Will this course require a special classroom (computer lab, smart classroom, or laboratory)?

Answer the following Assessment questions:

- If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable.
  - Arkansas LAC/LPC Knowledge Domains:** This course meets, at least in part, the Council for the Accreditation of Counseling and Related Educational Programs (CACREP) Standards
    - E.18., G.10-12., G.16.
  - Certified Rehabilitation Counselor Knowledge Domains:** This course meets, at least in part, the Commission on Rehabilitation Counselor Certification (CRCC) Standards
    - 2.E., 5.D.
- If this course is required for the major or minor, complete the following.
  - Provide the program level learning outcome(s) it addresses.



For the proposed course, attach a syllabus in Word format that includes: **(Items a. through d. should be entered as they should appear in the catalog)**

- a. Course subject
- b. Course number
- c. Catalog course title
- d. Catalog description
  1. Arkansas Course Transfer System (ACTS) course number, if applicable
  2. Cross-listing
  3. Offered (e.g., Fall only, Spring only. Do not enter if offer course fall and spring)
  4. Prerequisites
  5. Co-requisites
  6. Description
  7. Notes (e.g., information not in description such as course may be repeated for credit)
  8. Contact Hours if different than lecture (e.g., Lecture three hours, laboratory three hours)
  9. Fees (e.g., \$36 art fee)
- e. Section for Name of instructor, office hours, contact information (telephone, email)
- f. Text required for course
- g. Bibliography (supplemental reading list)
- h. Justification/rationale for the course
- i. Course objectives
- j. Description of how course meets general education objectives (courses included in the general education component should show how the course meets one or more of the objectives contained in General Education Objectives listed in undergraduate catalog)
- k. Assessment methods (include grading policy with specific equivalents for A, B, C)
- l. Policy on absences, cheating, plagiarism, etc.
- m. Course content (outline of material to be covered in course).

If this course will affect other departments, a Departmental Support Form for each affected department must be attached. The form is located on the Curriculum forms web page at [http://www.atu.edu/registrar/curriculum\\_forms.php](http://www.atu.edu/registrar/curriculum_forms.php).

## RS 4243/CNSL 5243: Psychopathology

**Offered:** Fall and Spring semesters

### **Catalog Description:**

A study of the DSM-V-TR (Diagnostic and Statistical Manual, 5<sup>th</sup> Edition – Text Revised) and the mild to severe behavioral disorders found therein. Students will learn about the etiology, treatment, and prognosis of various mental health diagnoses, gain a broad knowledge regarding psychological disorders, dysfunctional behaviors, and appropriate diagnostic and treatment options for these diagnoses, as well as develop a foundational comprehension regarding the diagnostic classification system, etiology, assessment, and treatment of mental health diagnoses. Both the history of mental health as well as the current research will be examined. Note: A grade of C or better is required for Counseling majors.

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**Instructor:** \_\_\_\_\_

**E-Mail:**

**Class Location:** \_\_\_\_\_

**Office Location:**

**Course Day & Time:** \_\_\_\_\_

**Phone:** \_\_\_\_\_

**Office Hours:** \_\_\_\_\_

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### **COURSE DESCRIPTION:**

A study of the DSM-V-TR (Diagnostic and Statistical Manual, 5<sup>th</sup> Edition – Text Revised) and the mild to severe behavioral disorders found therein. Students will learn about the etiology, treatment, and prognosis of various mental health diagnoses, gain a broad knowledge regarding psychological disorders, dysfunctional behaviors, and appropriate diagnostic and treatment options for these diagnoses, as well as develop a foundational comprehension regarding the diagnostic classification system, etiology, assessment, and treatment of mental health diagnoses. Both the history of mental health as well as the current research will be examined. Note: A grade of C or better is required for Counseling majors.

**COURSE OBJECTIVES:**

Upon successful completion of the course, students will...

1. Develop a functional knowledge of the DSM-5-TR to look up diagnostic information (etiology, treatment recommendations, etc.).
2. Learn the common symptoms, proper diagnostic procedures following the DSM-5-TR, and about differential diagnosis with mental health disorders.
3. Establish proper assessment and treatment goals and objectives with clients who are having active mental health symptoms.
4. Acquire an awareness of maladaptive behaviors that are common with clients diagnosed with mental health concerns and generate appropriate treatment options for clients
5. Ascertain condition prognoses to set reasonable expectations when working with clients with mental health diagnoses.
6. Gain foundational knowledge of historical views, current models, and DSM-5-TR diagnostic criteria to meet the needs of future clients.

**MATERIALS AND RESOURCES**

**Required Text:** Barlow, D. H., Durand, V. M., & Hofmann, S. G. (2023). *Psychopathology: An integrative approach to mental disorders (9<sup>th</sup> Ed)*. Cengage Learning

American Psychiatric Association. (2022). *Diagnostic and statistical manual of mental disorders (5<sup>th</sup> Ed., Text Revision)*.

**Other Materials:** Suggested readings, movies, multimedia/internet resources, and additional handouts/readings provided by the instructor.

**LICENSURE/CERTIFICATION STANDARDS:**

**Arkansas LAC/LPC Knowledge Domains:** This course meets, at least in part, the Council for the Accreditation of Counseling and Related Educational Programs (CACREP) Standards...

B.3.	E.2.-4.	G.7.
B.6.	G.1.	G.10.-17.

**Certified Rehabilitation Counselor Knowledge Domains:** This course meets, at least in part, the Commission on Rehabilitation Counselor Certification (CRCC) Standards...

1.A.a.-b.	2.J.	5.C.a.-s.
1.A.f.-g.	2.L.	5.D.-E.
1.C.-D.	2.N.	6.B.a.-c.
2.A.-B.	4.A.-C.	6.D.f.-g.
2.F.-G.	5.B.	6.D.i.

6.F.

11.A.-D.

7.F.

11.D.-F

**Commission on Accreditation of Allied Health Education Programs Knowledge Domains:** This course meets, at least in part, the Commission on Accreditation of Allied Health Education Programs (CAAHEP) Standards, which addresses...

1.A.2.d.

1.A.3.d.

1.A.3.e.i.-vii.

1.A.4.h.

1.A.10.a.

1.D.8.a.-b.

### ASSIGNMENTS & POINTS

Assignment	Points/each	Total Points	% of Grade (RS)	% of Grade (CNSL)
5 Content Quizzes (5)	20	100	25%	16.7%
Mental Health Diagnosis Paper	100	100	25%	16.7%
Discussion Boards (5)	20	100	25%	16.7%
Final Exam	100	100	25%	16.7%
Research Poster Presentation (CNSL Only)	200	200	0%	33.2%
<b>TOTAL</b>		<b>400 (RS) 600 (CNSL)</b>	<b>100%</b>	<b>100%</b>

**NOTE: YOU MUST COMPLETE ALL ASSIGNMENTS IN ORDER TO PASS THIS CLASS**

### GRADING SCALE

You are responsible for monitoring your grade. It is recommended that you keep a running total of the points you have earned throughout the semester. This will tell you where you stand at any given time.

		RS	CNSL		
90%-100%	or	360-400 points	540-600 points	=	<b>4.0</b>
80%-89%	or	320-359.99 points	480-539.99 points	=	<b>3.0</b>
70%-79%	or	280-319.99 points	420-479.99 points	=	<b>2.0</b>
60%-69%	or	240-279.99 points	360-419.99 points	=	<b>1.0</b>

**If you fall below 60% please contact the professor to discuss your academic status.**

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[http://www.dontwasteyourtime.co.uk/wp-content/uploads/2012/05/2012-05-14\\_0854.png](http://www.dontwasteyourtime.co.uk/wp-content/uploads/2012/05/2012-05-14_0854.png)

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It is vital to a student's success that they attend class. If a student is ill or has other reason(s) to miss class, it is important that they email their professor ahead of the scheduled class informing them of such. It remains at the discretion of the professor of record and/or the graduate program coordinator to determine if and how missed in class attendance/assignments will be made up. Unexcused absences may result in the student being unable to make up missed work, potentially resulting in deleterious effects to one's standing in the course.

Students are encouraged to be active participants in each class as the experiential nature of counseling courses enriches one's learning experience. Active participation in graduate classes consists of participating in discussions with faculty and/or fellow students, or communicating that one is engaged by utilizing active listening skills and nonverbal indicators.

## COURSE SCHEDULE

WEEK	CHAPTER(S)	CONTENT	ASSIGNMENT(S)
1	1	Introduction Syllabus Review Psychopathology in Historical Context	Blackboard Attendance Module
2	2	Integrative Approaches to Psychopathology Introduction to the DSM-V-TR	Discussion Question #1
3	3	Clinical Assessment & Diagnosis Using the DSM-5-TR to Diagnosis	Discussion Question #2
4	5	Anxiety, Trauma and Stressor Related and Obsessive Compulsive and Related Disorders DSM-5-TR Highlights	Quiz #1
5	6	Somatic Symptoms and Related Disorders and Dissociative Disorders DSM-5 Highlights	Discussion Question #3
6	7	Mood Disorders and Suicide How To Conduct a Suicide Assessment	Quiz #2
7	8 & 9	Eating and Sleep Wake Disorders Highlights of Physical Disorders and Health Psychology	Discussion Question #4
8	10	Sexual Dysfunctions, Paraphilic Disorders, and Gender Dysphoria	Mental Health Diagnosis Paper
9	12	Personality Disorders	Quiz #3
10	13	Schizophrenia Spectrum and Other Psychotic Disorders	
11	11	Substance Related, Addictive, and Impulse-Control Disorders	Quiz #4

<b>12</b>	14 & 15	Highlights of Neurodevelopmental Disorders Highlights of Neurocognitive Disorders	Discussion Question #5
<b>13</b>	16	Mental Health Services: Legal & Ethical Issues	Quiz #5
<b>14</b>	No Readings This Week	Poster Presentations	
<b>15</b>		<b>Final Exam Review</b>	

**FINAL EXAM SCHEDULED FOR: \_\_\_\_\_**



# ARKANSAS TECH UNIVERSITY

## REQUEST FOR COURSE ADDITION

Department Initiating Proposal	Date
Department of Kinesiology & Rehabilitation Science	

Title	Signature	Date
Department Head Dr. Rockie Pederson	<i>Rockie Pederson</i>	07/17/2023
Dean Dr. Tim Carter	<i>Tim Carter</i>	7/17/23
Assessment Dr. Christine Austin	<i>Christine Austin</i>	7.18.23
Registrar Ms. Tammy Weaver	<i>Tammy Weaver</i>	7/26/23
Graduate Dean (Graduate Proposals Only) Dr. Sarah Gordon		
Vice President for Academic Affairs Dr. Julie Furst-Bowe		

Committee	Approval Date
General Education Committee (Undergraduate Proposals Only)	
Teacher Education Committee (Graduate or Undergraduate Proposals)	
Curriculum Committee (Undergraduate Proposals Only)	
Faculty Senate (Undergraduate Proposals Only)	
Graduate Council (Graduate Proposals Only)	

Course Subject: (e.g., ACCT, ENGL) <b>CNSL</b>	Course Number: (e.g., 1003) <b>6013</b>	Effective Term: <input type="radio"/> Spring <input checked="" type="radio"/> Summer I
Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below) <b>VOCATIONAL REHABILITATION</b>		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript) <b>VOCATIONAL REHABILITATION</b>		

Will this course be cross-listed with another existing course? If so, list course subject and number.  
 Yes  No \_\_\_\_\_

Will this course be cross-listed with a course currently not in the undergraduate or graduate catalog?  
 If so, list course subject and number.  Yes  No \_\_\_\_\_

Is this course repeatable for additional earned hours?  Yes  No How many total hours? \_\_\_\_\_

Grading:  Standard Letter  P/F  Other \_\_\_\_\_

Mode of Instruction (check appropriate box):

01 Lecture  02 Lecture/Laboratory  03 Laboratory only  
 05 Practice Teaching  06 Internship/Practicum  07 Apprenticeship/Externship  
 08 Independent Study  09 Readings  10 Special Topics  
 12 Individual Lessons  13 Applied Instruction  16 Studio Course  
 17 Dissertation  18 Activity Course  19 Seminar  98 Other

Does this course require a fee?  Yes  No How Much? \_\_\_\_\_ Select Fee Type \_\_\_\_\_

If selected other list fee type: \_\_\_\_\_

Elective  Major  Minor

(If major or minor course, you must complete the Request for Program Change form to add course to program.)

If course is required by major/minor, how frequently will course be offered?  
 SUMMER

Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.?

Will this course require a special classroom (computer lab, smart classroom, or laboratory)?

Answer the following Assessment questions:

a. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable.

1. **Arkansas LAC/LPC Knowledge Domains:** This course meets, at least in part, the Council for the Accreditation of Counseling and Related Educational Programs (CACREP) Standards
  - i. D.1-12
2. **Certified Rehabilitation Counselor Knowledge Domains:** This course meets, at least in part, the Commission on Rehabilitation Counselor Certification (CRCC) Standards
  - i. 1.B.d.-i., 1.B.k., 1.B.n.-o., 1.B.q.-r., 1.C.-E., 1.C.G.-H., 2.H., 2.M., 5.E., 6.B.a., 6.C.b., 6.D.d.-e., 6.D.k.-n., 6.E.-I., 6.J.a.-b., 6.K., 7.A.-D., 7.E.a.i-iv., 7.F., 7.G.a.-e., 7.H.-I., 8.A.-D., 8.E.a.-c., 8.F., 9.B.-G., 9.J., 11.D.-F

- b. If this course is required for the major or minor, complete the following.
1. Provide the program level learning outcome(s) it addresses.
    - i. Standard 2: Successful graduates are able to comprehend and synthesize the major concepts, principles, theories, and research related to clinical practice and apply this knowledge. They demonstrate the ability to build rapport, explore complex topics and situations, uphold professional ethical and legal standards, develop research-informed treatment plans, refer or perform necessary assessments as part of treatment, and keep accurate and timely records for each client they work with. They successfully model practices that affirm the diversity of all clientele.
    - ii. Standard 5: Successful graduates are knowledgeable of the various ways in which disabling conditions may manifest, the effect(s) of those conditions on the individual with the disability as well as their family and friends, and the impact the conditions may have on one or many of the major life areas (e.g., employment, relationships, spirituality). They serve as informed advocates for these clients, their support systems, and for responsive clinical practices.
  2. Provide tool or measure directly linked to each program learning outcome. (How will student learning in this outcome be measured?)
    - i. Standard 2:
      1. Written Synthesis Exercises
      2. Clinical Case Studies
      3. Quizzes & Exams
      4. Reflection Papers
    - ii. Standard 5:
      1. Research & Analysis Synthesis Paper
      2. Clinical Case Studies
      3. Formative & Summative Assessments
      4. Experiential Assessments
      5. Research Project and Thesis
- c. What is the rationale for adding this course? What evidence demonstrates this need?
1. According to the requirements outlined by the Arkansas State Board of Examiners (ARBOE; 2020), the Commission on Rehabilitation Counselor Certification (CRCC; 2022), and the Council for Accreditation of Counseling and Related Educational Programs (CACREP; 2024), the following course is necessary to qualify the successful student to sit for the Certified Rehabilitation Counselor (CRC) exam or National Counselor Examination (NCE). Furthermore, the program will be seeking accreditation by CACREP in the next three (3) to five (5) years and is building the program to reflect these academic standards and knowledge domains.
    - i. Arkansas State Board of Examiners [ARBOE]. (2020). *LAC-LPC core curriculum summary*. <https://abec.statesolutions.us/wp-content/uploads/2023/02/LAC-LPC-Core-Curriculum-Summary.pdf>
    - ii. Commission on Rehabilitation Counselor Certification [CRCC]. (2022). *CRC knowledge domains, competencies and tasks*. <https://crccertification.com/wp-content/uploads/2022/05/2022-CRCC-Exam-Blueprint-shows-NEW-1.pdf>

iii. Council for Accreditation of Counseling and Related Educational Programs [CACREP]. (2024). *CACREP standards*. <https://www.cacrep.org/wp-content/uploads/2023/06/2024-Standards-Combined-Version-6.27.23.pdf>



For the proposed course, attach a syllabus in Word format that includes: (Items a. through d. should be entered as they should appear in the catalog)

- a. Course subject
- b. Course number
- c. Catalog course title
- d. Catalog description
  - 1. Arkansas Course Transfer System (ACTS) course number, if applicable
  - 2. Cross-listing
  - 3. Offered (e.g., Fall only, Spring only. Do not enter if offer course fall and spring)
  - 4. Prerequisites
  - 5. Co-requisites
  - 6. Description
  - 7. Notes (e.g., information not in description such as course may be repeated for credit)
  - 8. Contact Hours if different than lecture (e.g., Lecture three hours, laboratory three hours)
  - 9. Fees (e.g., \$36 art fee)
- e. Section for Name of instructor, office hours, contact information (telephone, email)
- f. Text required for course
- g. Bibliography (supplemental reading list)
- h. Justification/rationale for the course
- i. Course objectives
- j. Description of how course meets general education objectives (courses included in the general education component should show how the course meets one or more of the objectives contained in General Education Objectives listed in undergraduate catalog)
- k. Assessment methods (include grading policy with specific equivalents for A, B, C)
- l. Policy on absences, cheating, plagiarism, etc.
- m. Course content (outline of material to be covered in course).

If this course will affect other departments, a Departmental Support Form for each affected department must be attached. The form is located on the Curriculum forms web page at [http://www.atu.edu/registrar/curriculum\\_forms.php](http://www.atu.edu/registrar/curriculum_forms.php).

## **CNSL 6013: Vocational Rehabilitation**

**Offered:** Summer Semester

**Catalog Description:**

Prerequisite: CNSL 5123. Studies that provide an understanding of career development and related life factors including career development theories, related assessment techniques and instruments, the career counseling process (i.e., career and educational planning, placement, follow-up, and evaluation), and collaboration with employers/educational institutions. Note: A grade of C or better is required for Counseling majors.

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**Instructor:** \_\_\_\_\_

**E-Mail:** \_\_\_\_\_

**Class Location:** \_\_\_\_\_

**Office Location:** \_\_\_\_\_

**Course Day & Time:** \_\_\_\_\_

**Phone:** \_\_\_\_\_

**Office Hours:** \_\_\_\_\_

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**COURSE DESCRIPTION:**

Studies that provide an understanding of career development and related life factors, including all of the following: a.) career development theories and decision making models; b.) career, avocational, educational, occupational and labor market information resources, visual and print media, computer-based career information systems, and other electronic career information systems; c.) career development program planning, organization, implementation, administration, and evaluation; d.) interrelationships among and between work, family, and other life roles and factors including the role of diversity and gender in career development; e.) career and educational planning, placement, follow-up, and evaluation; f.) assessment instruments and techniques that are relevant to career planning and decision making; g.) technology-based career development applications and strategies, including computer assisted career guidance and information systems and appropriate world wide web sites; h.) career counseling processes, techniques, and resources, including those applicable to specific populations; and i.) ethical and legal considerations. Note: A grade of C or better is required for Counseling majors.

**COURSE OBJECTIVES:**

Upon successful completion of the course, students will...

1. Understand and apply theories of career development and work adjustment.
2. Understand and synthesize applicable vocational laws and policies (e.g., SSI/SSDI, Fair Labor Standards Act, FMLA, TWWIIA).
3. Apply evidence-based vocational interventions in practice.
4. Differentiate between and apply Supported Employment (SE), Customized Employment (CE), Individual Placement and Support (IPS), and Self-Employment strategies.

5. Be knowledgeable as to how a variety of disabilities affect the client's vocational experience.
6. Refer for or conduct formal assessments (e.g., Interest Inventories, Career, Work Values, and Maturity Tests, Ecological/Functional Capacity Evaluations).
7. Be knowledgeable in performing Transferable Skills Analyses (e.g., VDARE).
8. Be able to assess ergonomic, job accommodation, and assistive technology needs to advise job modification and restructuring.
9. Be familiar with the methods and techniques to perform labor market analysis.
10. Understand, identify, and apply career development and job placement strategies, and apply job readiness, seeking, and retention skills.
11. Assist employers with job accommodations for their employees (e.g., assistive technology, workspace modifications).
12. Partner with employers/businesses to address needs and concerns related to hiring and retaining individuals with disabilities.

### **MATERIALS AND RESOURCES**

**Required Text:** Sametz, R. R., Joseph, M. (2021). *Career counseling: A holistic view of lifespan and special populations* (1<sup>st</sup> ed.). Cognella.

**Other Materials:** Suggested readings, movies, multimedia/internet resources, and additional handouts/readings provided by the instructor.

### **LICENSURE/CERTIFICATION STANDARDS:**

**Arkansas LAC/LPC Knowledge Domains:** This course meets, at least in part, the Council for the Accreditation of Counseling and Related Educational Programs (CACREP) Standards...

D.1-12

**Certified Rehabilitation Counselor Knowledge Domains:** This course meets, at least in part, the Commission on Rehabilitation Counselor Certification (CRCC) Standards...

1.B.d.-i.	2.M.	6.J.a.-b.	8.A.-D.
1.B.k.	5.E.	6.K.	8.E.a.-c.
1.B.n.-o.	6.B.a.	7.A.-D.	8.F.
1.B.q.-r.	6.C.b.	7.E.a.i-iv.	9.B.-G.
1.C.-E.	6.D.d.-e.	7.F.	9.J.
1.C.G.-H.	6.D.k.-n.	7.G.a.-e.	11.D.-F
2.H.	6.E.-I.	7.H.-I.	

## ASSIGNMENTS & POINTS

Assignment	Points/each	Total Points	% of Grade
4 Quizzes	25	100	14.8%
Lifespan Diagram	125	125	18.5%
Assessment and Placement Application	200	200	29.6%
Final Exam	250	250	37.1%
<b>Total</b>		<b>675</b>	<b>100%</b>

**NOTE: YOU MUST COMPLETE ALL ASSIGNMENTS IN ORDER TO PASS THIS CLASS**

### GRADING SCALE

You are responsible for monitoring your grade. It is recommended that you keep a running total of the points you have earned throughout the semester. This will tell you where you stand at any given time.

90% - 100 %	or	607.5-675 points	=	4.0
80% - 89 %	or	540-607.49 points	=	3.0
70 % - 79 %	or	472.5-539.99 points	=	2.0
60 % - 69 %	or	405-472.49 points	=	1.0

**If you fall below 60% please contact the professor to discuss your academic status.**

### ACADEMIC HONESTY POLICY:

You are expected to work to the best of *your* ability. **Copying, plagiarizing, self-plagiarizing, and cheating will not be tolerated.** You must give appropriate credit to ideas borrowed from other sources. University policy states that, “**academic dishonesty may have serious consequences...Penalties for various levels of academic dishonesty vary from giving an ‘F’ on a particular quiz or exam, to giving an ‘F’ on a term paper or other written work, or giving the student an ‘F’ or ‘W’ for the course**”. Copying of Internet information regarding motion picture reviews or other online film critiques is a form of plagiarism. If you are unsure whether you may have plagiarized, **please see the Professor before** turning in your assignment to discuss your concerns. Please also refer to the following info graphic for a listing of different types of plagiarism:

[http://www.dontwasteyourtime.co.uk/wp-content/uploads/2012/05/2012-05-14\\_0854.png](http://www.dontwasteyourtime.co.uk/wp-content/uploads/2012/05/2012-05-14_0854.png)

<https://www.ithenticate.com/hs-fs/hub/92785/file-5414624-pdf/media/ith-selfplagiarism-whitepaper.pdf>

**NOTE: Students MUST use quotation marks around any statement that is not their own paraphrased work.**

To ensure academic honesty, promote accurate citing of references, and encourage the learning process, the **Professor has enabled the “Turnitin” function within Blackboard.** In doing so, all assignments will be scanned for unoriginal content utilizing this new technology. The Professor also allows for the student to view the Originality Score following their submission. Should the score be too high, it is recommended that the student re-submit the paper after making the appropriate corrections. The Professor retains the right, however, to make the final

determination of originality and integrity, and will engage in discussion(s) with the student prior to said determination.

### **ACADEMIC INTEGRITY:**

Students who violate the Code of Academic Integrity (cheating, plagiarism, etc.) face penalties ranging from being required to redo the assignment (i.e., properly cite sources in cases of plagiarism) to failure of the assignment and/or class. The sanction is dependent on the severity of the violation as well as the number of times a student has violated the policy in the class. Egregious or multiple violations may result in additional university level sanctions. Further information can be found at: <https://www.atu.edu/academic-integrity>

### **AFFIRMATIVE ACTION STATEMENT:**

Arkansas Tech University does not discriminate on the basis of color, sex, sexual orientation, gender identity, race, age, national origin, religion, veteran status, genetic information, or disability in any of our practices, policies, or procedures. If you have experienced any form of discrimination or harassment, including sexual misconduct (e.g. sexual assault, sexual harassment, stalking, domestic or dating violence), we encourage you to report this to the institution. If you report such an incident of misconduct to a faculty or staff member, they are required by law to notify Arkansas Tech University's Title IX Coordinator and share the basic fact of your experience. The Title IX Coordinator will then be available to assist you in understanding all of your options and in connecting you with all possible resources on and off campus. For more information, please visit: <http://www.atu.edu/titleix/index.php>.

### **ELECTRONIC MAIL & BLACKBOARD INFORMATION:**

Course documents (i.e. course syllabus) and other resource information are posted on the Blackboard system (<http://bblearn.atu.edu/>). You are able to access this information 24/7 from locations outside of the regular classroom. **You are responsible for checking Blackboard and your ATU email routinely to obtain class updates, schedule changes, and assignments.** Please be sure to set your Blackboard account so that all emails are automatically forwarded to your ATU ID or other Internet addresses you use.

### **BLACKBOARD HELP DESK INFORMATION:**

If you are experiencing problems with the Blackboard system, please contact the ATU eTech Help Desk at (479) 968-0646 or (866) 400-8022. Technicians are available to answer your questions 24/7, excluding holidays.

### **STUDENT ACCOMMODATIONS:**

“Arkansas Tech University is committed to providing equal opportunities for higher education to academically qualified individuals with disabilities. Students with disabilities attending Tech will be integrated as completely as possible into the University community”. Students requiring accommodations are encouraged to register with ATU's Disability Services office. The office is located at Suite 141 in Doc Bryan and can be reached at (479) 968-0302; TTY Services - (479) 964-3290.

**Reasonable Accommodations:** If you need special accommodations as addressed by the American with Disabilities Act (ADA), please provide the Professor with the appropriate documentation from Disability Services and reasonable effort will be made to accommodate your needs. Students with disabilities are encouraged to contact Disability Services to discuss and establish reasonable accommodation. For an appointment with a counselor, please call (479)968-

0302; TTY Services - (479) 964-3290. For more information about Disability Services, please check out their website at <http://www.atu.edu/disabilities/index.php>.

**IN CASE OF EMERGENCIES:**

Please refer to the Professor for directions on what action(s) to take, keep calm and abide by all University directed commands. More specific information can be accessed at <http://www.atu.edu/emergency/index.php>. A copy of the Emergency Operations Plan can be found at <http://www.atu.edu/psafe/docs/ATUEPlan.pdf>.

**STUDENT NEEDS STATEMENT:**

Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to notify the instructor if they are comfortable in doing so. Community resources are available for students and can be found at the following webpage: <https://www.atu.edu/localresources/>

If a student finds they need more support, they are encouraged to contact the Office of the Vice President for Student Services (479-968-0238).

**ATTENDANCE AND CLASS PARTICIPATION:**

It is vital to a student's success that they attend class. If a student is ill or has other reason(s) to miss class, it is important that they email their professor ahead of the scheduled class informing them of such. It remains at the discretion of the professor of record and/or the graduate program coordinator to determine if and how missed in class attendance/assignments will be made up. Unexcused absences may result in the student being unable to make up missed work, potentially resulting in deleterious effects to one's standing in the course.

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## COURSE SCHEDULE

WEEK	CHAPTER(S)	CONTENT	ASSIGNMENT(S)
1	1	Introduction to Career Counseling and Development	Blackboard Attendance Module
2	2 & 3	Career Counseling Theories and Models Ethical and Legal Considerations for Career Counselors	
3	4	Career Counseling in Childhood	
4	5	Career Counseling for Adolescence and Transition-Age Clients	Quiz #1
5	6	Career Counseling for Adult Clients	
6	7	Career Counseling for Older Adults: Retirement and Preretirement	
7	8 & 9	Career Counseling for Multicultural Groups Career Counseling for Gender Differences and Dual Careers	Quiz #2
8	10	Career Counseling for LGBT+ Clients	Lifespan Diagram
9	11	Career Counseling for Individuals with Disabilities	
10	12 & 13	Career Counseling for Veterans Career Counseling for Individuals Recovering from Substance Abuse	Quiz #3
11	14 & 15	Career Counseling for Individuals with Mental Health Disorders Career Counseling for Ex-Offenders	
12	17	Career Counseling Intakes, Assessments, and Measurements	
13	18	Advocating and Marketing to Employers and Human Resources	Quiz #4
14	16	Group Career Counseling	
15			Assessment and Placement Application Assignment

**FINAL EXAM SCHEDULED FOR: \_\_\_\_\_**



# ARKANSAS TECH UNIVERSITY

## REQUEST FOR COURSE ADDITION

Department Initiating Proposal	Date
Department of Kinesiology & Rehabilitation Science	

Title	Signature	Date
Department Head Dr. Rockie Pederson	<i>Rockie Pederson</i>	07/17/2023
Dean Dr. Tim Carter	<i>Tim Carter</i>	7/17/23
Assessment Dr. Christine Austin	<i>Christine Austin</i>	7.18.23
Registrar Ms. Tammy Weaver	<i>Tammy Weaver</i>	7/28/23
Graduate Dean (Graduate Proposals Only) Dr. Sarah Gordon		
Vice President for Academic Affairs Dr. Julie Furst-Bowe		

Committee	Approval Date
General Education Committee (Undergraduate Proposals Only)	
Teacher Education Committee (Graduate or Undergraduate Proposals)	
Curriculum Committee (Undergraduate Proposals Only)	
Faculty Senate (Undergraduate Proposals Only)	
Graduate Council (Graduate Proposals Only)	

Course Subject: (e.g., ACCT, ENGL) <b>CNSL</b>	Course Number: (e.g., 1003) <b>6023</b>	Effective Term: <input type="radio"/> Spring <input checked="" type="radio"/> Summer I
Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below) <b>ASSESSMENT IN COUNSELING ENVIRONMENTS</b>		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript) <b>ASSESS. IN COUNSELING ENVIRON.</b>		



Will this course be cross-listed with another existing course? If so, list course subject and number.

Yes  No

Will this course be cross-listed with a course currently not in the undergraduate or graduate catalog?

If so, list course subject and number.  Yes  No

Is this course repeatable for additional earned hours?  Yes  No How many total hours?

Grading:  Standard Letter  P/F  Other

Mode of Instruction (check appropriate box):

- |   |   |   |
|---|---|---|
| <input checked="" type="radio"/> 01 Lecture | <input type="radio"/> 02 Lecture/Laboratory   | <input type="radio"/> 03 Laboratory only                        |
| <input type="radio"/> 05 Practice Teaching  | <input type="radio"/> 06 Internship/Practicum | <input type="radio"/> 07 Apprenticeship/Externship              |
| <input type="radio"/> 08 Independent Study  | <input type="radio"/> 09 Readings             | <input type="radio"/> 10 Special Topics                         |
| <input type="radio"/> 12 Individual Lessons | <input type="radio"/> 13 Applied Instruction  | <input type="radio"/> 16 Studio Course                          |
| <input type="radio"/> 17 Dissertation       | <input type="radio"/> 18 Activity Course      | <input type="radio"/> 19 Seminar <input type="radio"/> 98 Other |

Does this course require a fee?  Yes  No How Much? Select Fee Type

If selected other list fee type:

Elective  Major  Minor

(If major or minor course, you must complete the Request for Program Change form to add course to program.)

If course is required by major/minor, how frequently will course be offered?

FALL

Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.?

Will this course require a special classroom (computer lab, smart classroom, or laboratory)?

Answer the following Assessment questions:

- a. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable.
  1. **Arkansas LAC/LPC Knowledge Domains:** This course meets, at least in part, the Council for the Accreditation of Counseling and Related Educational Programs (CACREP) Standards
    - i. D.5., G.1-17., H.8.
  2. **Certified Rehabilitation Counselor Knowledge Domains:** This course meets, at least in part, the Commission on Rehabilitation Counselor Certification (CRCC) Standards
    - i. 1.A.f.-g., 1.C.-E., 4.A., A.a.-c., 5.B., 5.D., 6.B.a.-c., 6.C.a.-n., 6.F., 6.k., 12.A.a.-g., 12.B.
- b. If this course is required for the major or minor, complete the following.
  1. Provide the program level learning outcome(s) it addresses.

- i. Standard 2: Successful graduates are able to comprehend and synthesize the major concepts, principles, theories, and research related to clinical practice and apply this knowledge. They demonstrate the ability to build rapport, explore complex topics and situations, uphold professional ethical and legal standards, develop research-informed treatment plans, refer or perform necessary assessments as part of treatment, and keep accurate and timely records for each client they work with. They successfully model practices that affirm the diversity of all clientele.
    - ii. Standard 4: Successful graduates can competently obtain, evaluate and utilize research, in addition to classroom knowledge, in a manner that scaffolds the clinical relationship.
  - 2. Provide tool or measure directly linked to each program learning outcome. (How will student learning in this outcome be measured?)
    - i. Standard 2:
      1. Written Synthesis Exercises
      2. Clinical Case Studies
      3. Quizzes & Exams
      4. Reflection Papers
    - ii. Standard 4:
      1. Video/Live Counseling & Reflection Exercises
      2. Clinical Case Studies
      3. Formative & Summative Assessments
      4. Experiential Assessments
      5. Pre-Professional Experience
      6. Research Project and Thesis
- c. What is the rationale for adding this course? What evidence demonstrates this need?
  1. According to the requirements outlined by the Arkansas State Board of Examiners (ARBOE; 2020), the Commission on Rehabilitation Counselor Certification (CRCC; 2022), and the Council for Accreditation of Counseling and Related Educational Programs (CACREP; 2024), the following course is necessary to qualify the successful student to sit for the Certified Rehabilitation Counselor (CRC) exam or National Counselor Examination (NCE). Furthermore, the program will be seeking accreditation by CACREP in the next three (3) to five (5) years and is building the program to reflect these academic standards and knowledge domains.
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    - ii. Commission on Rehabilitation Counselor Certification [CRCC]. (2022). *CRC knowledge domains, competencies and tasks*. <https://crccertification.com/wp-content/uploads/2022/05/2022-CRCC-Exam-Blueprint-shows-NEW-1.pdf>
    - iii. Council for Accreditation of Counseling and Related Educational Programs [CACREP]. (2024). *CACREP standards*. <https://www.cacrep.org/wp-content/uploads/2023/06/2024-Standards-Combined-Version-6.27.23.pdf>

For the proposed course, attach a syllabus in Word format that includes: **(Items a. through d. should be entered as they should appear in the catalog)**

- a. Course subject
- b. Course number
- c. Catalog course title
- d. Catalog description
  - 1. Arkansas Course Transfer System (ACTS) course number, if applicable
  - 2. Cross-listing
  - 3. Offered (e.g., Fall only, Spring only. Do not enter if offer course fall and spring)
  - 4. Prerequisites
  - 5. Co-requisites
  - 6. Description
  - 7. Notes (e.g., information not in description such as course may be repeated for credit)
  - 8. Contact Hours if different than lecture (e.g., Lecture three hours, laboratory three hours)
  - 9. Fees (e.g., \$36 art fee)
- e. Section for Name of instructor, office hours, contact information (telephone, email)
- f. Text required for course
- g. Bibliography (supplemental reading list)
- h. Justification/rationale for the course
- i. Course objectives
- j. Description of how course meets general education objectives (courses included in the general education component should show how the course meets one or more of the objectives contained in General Education Objectives listed in undergraduate catalog)
- k. Assessment methods (include grading policy with specific equivalents for A, B, C)
- l. Policy on absences, cheating, plagiarism, etc.
- m. Course content (outline of material to be covered in course).

If this course will affect other departments, a Departmental Support Form for each affected department must be attached. The form is located on the Curriculum forms web page at [http://www.atu.edu/registrar/curriculum\\_forms.php](http://www.atu.edu/registrar/curriculum_forms.php).

## **CNSL 6023: Assessment in Counseling Environments**

**Offered:** Fall Semesters

### **Catalog Description:**

**Prerequisite:** EDFD 6003. Studies that provide an understanding of individual and group approaches to assessment and evaluation, including basic concepts of standardized and non-standardized testing, other assessment techniques including norm-referenced and criterion-referenced assessment, environmental assessment, performance assessment, individual and group test and inventory methods, behavioral observations and computer-managed and computer-assisted methods, statistical concepts including reliability and validity, strategies for selecting, administering, and interpreting assessment and evaluation instruments and techniques in counseling, and ethical and legal considerations. Note: A grade of C or better is required for Counseling majors.

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**Instructor:** \_\_\_\_\_

**E-Mail:** \_\_\_\_\_

**Class Location:** \_\_\_\_\_

**Office Location:** \_\_\_\_\_

**Course Day & Time:** \_\_\_\_\_

**Phone:** \_\_\_\_\_

**Office Hours:** \_\_\_\_\_

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### **COURSE DESCRIPTION:**

Studies that provide an understanding of individual and group approaches to assessment and evaluation, including all of the following: a.) historical perspectives concerning the nature and meaning of assessment; b.) basic concepts of standardized and non-standardized testing and other assessment techniques including norm-referenced and criterion-referenced assessment, environmental assessment, performance assessment, individual and group test and inventory methods, behavioral observations and computer-managed and computer-assisted methods; c.) statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations; d.) reliability (i.e., theory of measurement error, models of reliability, and the use of reliability information); e.) validity (i.e., evidence of validity, types of validity, and the relationship between reliability and validity; f.) age, gender, sexual orientation, ethnicity, language, disability, culture, spirituality, and other factors related to the assessment and evaluation of individuals, groups, and specific populations; g.) Strategies for selecting, administering, and interpreting assessment and evaluation instruments and techniques in counseling; h.) An understanding of general principles and methods of case conceptualization, assessment, and/or diagnoses of mental and emotional status; and i.) Ethical and legal considerations. Note: A grade of C or better is required for Counseling majors.

### **COURSE OBJECTIVES:**

Upon successful completion of the course, students will...

1. Be knowledgeable in strategies for assessing abilities, interests, values, and personality.
2. Have a familiarity of historical perspectives concerning the nature and meaning of assessment

- and testing in counseling
3. Be competent in basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments, and group and individual assessments
  4. Successfully make culturally sustaining and developmental considerations for selecting, administering, and interpreting assessments, including individual accommodations and environmental modifications
  5. . Adhere to ethical and legal considerations for selecting, administering, and interpreting assessments
  6. Be capable of referring or conducting formal assessments.
  7. Be knowledgeable in interpreting assessment results for rehabilitation planning purposes.

### **MATERIALS AND RESOURCES**

**Required Text:** Neukrug, E. S., & Fawcett, R. C. (2020). *Essentials of testing and assessment: A practical guide for counselors, social workers, and psychologists* (3<sup>rd</sup> ed.). Cengage.

**Other Materials:** Suggested readings, movies, multimedia/internet resources, and additional handouts/readings provided by the instructor.

### **LICENSURE/CERTIFICATION STANDARDS:**

**Arkansas LAC/LPC Knowledge Domains:** This course meets, at least in part, the Council for the Accreditation of Counseling and Related Educational Programs (CACREP) Standards

D.5.

G.1.-17.

H.8.

**Certified Rehabilitation Counselor Knowledge Domains:** This course meets, at least in part, the Commission on Rehabilitation Counselor Certification (CRCC) Standards...

1.A.f.-g.

5.D.

12.A.a.-g.

1.C.-E.

6.B.a.-c.

12.B.

4.A.

6.C.a.-n.

A.a.-c.

6.F.

5.B.

6.k.

**ASSIGNMENTS & POINTS**

<b>Assignment</b>	<b>Points/each</b>	<b>Total Points</b>	<b>% of Grade</b>
Assessment Completion (5)	125	625	53.2%
Quizzes (3)	50	150	12.8%
Case Study Analyses (3)	100	300	25.5%
Final Exam	100	100	8.5%
<b>Total</b>		<b>1,175</b>	<b>100%</b>

**NOTE: YOU MUST COMPLETE ALL ASSIGNMENTS IN ORDER TO PASS THIS CLASS**

## **GRADING SCALE**

You are responsible for monitoring your grade. It is recommended that you keep a running total of the points you have earned throughout the semester. This will tell you where you stand at any given time.

90% - 100 %	or	1,057.5-1,175 points	=	4.0
80% - 89 %	or	940-1,057.49 points	=	3.0
70 % - 79 %	or	822.5-939.99 points	=	2.0
60 % - 69 %	or	705-822.49 points	=	1.0

**If you fall below 60% please contact the professor to discuss your academic status.**

## **ACADEMIC HONESTY POLICY:**

You are expected to work to the best of *your* ability. **Copying, plagiarizing, self-plagiarizing, and cheating will not be tolerated.** You must give appropriate credit to ideas borrowed from other sources. University policy states that, **“academic dishonesty may have serious consequences...Penalties for various levels of academic dishonesty vary from giving an ‘F’ on a particular quiz or exam, to giving an ‘F’ on a term paper or other written work, or giving the student an ‘F’ or ‘W’ for the course”.** Copying of Internet information regarding motion picture reviews or other online film critiques is a form of plagiarism. If you are unsure whether you may have plagiarized, **please see the Professor before** turning in your assignment to discuss your concerns. Please also refer to the following info graphic for a listing of different types of plagiarism:

[http://www.dontwasteyourtime.co.uk/wp-content/uploads/2012/05/2012-05-14\\_0854.png](http://www.dontwasteyourtime.co.uk/wp-content/uploads/2012/05/2012-05-14_0854.png)

<https://www.ithenticate.com/hs-fs/hub/92785/file-5414624-pdf/media/ith-selfplagiarism-whitepaper.pdf>

**NOTE: Students MUST use quotation marks around any statement that is not their own paraphrased work.**

To ensure academic honesty, promote accurate citing of references, and encourage the learning process, the **Professor has enabled the “Turnitin” function within Blackboard.** In doing so, all assignments will be scanned for unoriginal content utilizing this new technology. The Professor also allows for the student to view the Originality Score following their submission. Should the score be too high, it is recommended that the student re-submit the paper after making the appropriate corrections. The Professor retains the right, however, to make the final determination of originality and integrity, and will engage in discussion(s) with the student prior to said determination.

## **ACADEMIC INTEGRITY:**

Students who violate the Code of Academic Integrity (cheating, plagiarism, etc.) face penalties ranging from being required to redo the assignment (i.e., properly cite sources in cases of plagiarism) to failure of the assignment and/or class. The sanction is dependent on the severity of the violation as well as the number of times a student has violated the policy in the class. Egregious or multiple violations may result in additional university level sanctions. Further information can be found at: <https://www.atu.edu/academic-integrity>

## **AFFIRMATIVE ACTION STATEMENT:**

Arkansas Tech University does not discriminate on the basis of color, sex, sexual orientation, gender identity, race, age, national origin, religion, veteran status, genetic information, or disability in any of our practices, policies, or procedures. If you have experienced any form of

discrimination or harassment, including sexual misconduct (e.g. sexual assault, sexual harassment, stalking, domestic or dating violence), we encourage you to report this to the institution. If you report such an incident of misconduct to a faculty or staff member, they are required by law to notify Arkansas Tech University's Title IX Coordinator and share the basic fact of your experience. The Title IX Coordinator will then be available to assist you in understanding all of your options and in connecting you with all possible resources on and off campus. For more information, please visit: <http://www.atu.edu/titleix/index.php>.

### **ELECTRONIC MAIL & BLACKBOARD INFORMATION:**

Course documents (i.e. course syllabus) and other resource information are posted on the Blackboard system (<http://bblearn.atu.edu/>). You are able to access this information 24/7 from locations outside of the regular classroom. **You are responsible for checking Blackboard and your ATU email routinely to obtain class updates, schedule changes, and assignments.** Please be sure to set your Blackboard account so that all emails are automatically forwarded to your ATU ID or other Internet addresses you use.

### **BLACKBOARD HELP DESK INFORMATION:**

If you are experiencing problems with the Blackboard system, please contact the ATU eTech Help Desk at (479) 968-0646 or (866) 400-8022. Technicians are available to answer your questions 24/7, excluding holidays.

### **STUDENT ACCOMMODATIONS:**

“Arkansas Tech University is committed to providing equal opportunities for higher education to academically qualified individuals with disabilities. Students with disabilities attending Tech will be integrated as completely as possible into the University community”. Students requiring accommodations are encouraged to register with ATU's Disability Services office. The office is located at Suite 141 in Doc Bryan and can be reached at (479) 968-0302; TTY Services - (479) 964-3290.

**Reasonable Accommodations:** If you need special accommodations as addressed by the American with Disabilities Act (ADA), please provide the Professor with the appropriate documentation from Disability Services and reasonable effort will be made to accommodate your needs. Students with disabilities are encouraged to contact Disability Services to discuss and establish reasonable accommodation. For an appointment with a counselor, please call (479)968-0302; TTY Services - (479) 964-3290. For more information about Disability Services, please check out their website at <http://www.atu.edu/disabilities/index.php>.

### **IN CASE OF EMERGENCIES:**

Please refer to the Professor for directions on what action(s) to take, keep calm and abide by all University directed commands. More specific information can be accessed at <http://www.atu.edu/emergency/index.php>. A copy of the Emergency Operations Plan can be found at <http://www.atu.edu/psafe/docs/ATUEPlan.pdf>.

### **STUDENT NEEDS STATEMENT:**

Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to notify the instructor if they are comfortable in doing so. Community resources are available for students and can be found at the following webpage: <https://www.atu.edu/localresources/>



If a student finds they need more support, they are encouraged to contact the Office of the Vice President for Student Services (479-968-0238).

**ATTENDANCE AND CLASS PARTICIPATION:**

It is vital to a student's success that they attend class. If a student is ill or has other reason(s) to miss class, it is important that they email their professor ahead of the scheduled class informing them of such. It remains at the discretion of the professor of record and/or the graduate program coordinator to determine if and how missed in class attendance/assignments will be made up. Unexcused absences may result in the student being unable to make up missed work, potentially resulting in deleterious effects to one's standing in the course.

Students are encouraged to be active participants in each class as the experiential nature of counseling courses enriches one's learning experience. Active participation in graduate classes consists of participating in discussions with faculty and/or fellow students, or communicating that one is engaged by utilizing active listening skills and nonverbal indicators.

## COURSE SCHEDULE

WEEK	CHAPTER(S)	CONTENT	ASSIGNMENT(S)
1	1	History of Testing and Assessment	Blackboard Attendance Module
2	2	Ethical, Legal, and Professional Issues in Assessment	
3	3	Diagnosis in the Assessment Process	
4	4	The Assessment Report Process: Interviewing the Client and Writing the Report	Quiz 1
5	5	Test Worthiness: Validity, Reliability, Cross-Cultural Fairness, and Practicality	
6	6	Statistical Concepts: Making Meaning Out of Raw Scores	
7	7	Statistical Concepts: Creating New Scores to Interpret Test Data	Quiz 2
8	8	Assessment of Educational Ability: Survey Battery, Diagnostic, Readiness, and Cognitive Ability Tests	
9	8	Assessment of Educational Ability: Survey Battery, Diagnostic, Readiness, and Cognitive Ability Tests	Assessment Completion 1
10	9	Intellectual and Cognitive Functioning: Intelligence Testing and Neuropsychological Assessment	Quiz 3
11	9	Intellectual and Cognitive Functioning: Intelligence Testing and Neuropsychological Assessment	Assessment Completion 2 & Case Study Analysis 1
12	10	Career and Occupational Assessment: Interest Inventories, Multiple Aptitude, and Special Aptitude Tests	
13	10	Career and Occupational Assessment: Interest Inventories, Multiple Aptitude, and Special Aptitude Tests	Assessment Completion 3 & Case Study Analysis 1
14	11	Clinical Assessment: Objective and Projective Personality Tests	Assessment Completion 4
15	12	Informal Assessment: Observation, Rating Scales, Classification Methods, Environmental Assessment, Records and Personal Documents, and Performance-Based Assessment	Assessment Completion 5 & Case Study Analysis 3

**FINAL EXAM SCHEDULED FOR:** \_\_\_\_\_



# ARKANSAS TECH UNIVERSITY

## REQUEST FOR COURSE ADDITION

Department Initiating Proposal	Date
Department of Kinesiology & Rehabilitation Science	

Title	Signature	Date
Department Head Dr. Rockie Pederson	<i>Rockie Pederson</i>	07/17/2023
Dean Dr. Tim Carter	<i>Tim Carter</i>	7/17/23
Assessment Dr. Christine Austin	<i>Christine Austin</i>	7.18.23
Registrar Ms. Tammy Weaver	<i>Tammy Weaver</i>	7/28/23
Graduate Dean (Graduate Proposals Only) Dr. Sarah Gordon		
Vice President for Academic Affairs Dr. Julie Furst-Bowe		

Committee	Approval Date
General Education Committee (Undergraduate Proposals Only)	
Teacher Education Committee (Graduate or Undergraduate Proposals)	
Curriculum Committee (Undergraduate Proposals Only)	
Faculty Senate (Undergraduate Proposals Only)	
Graduate Council (Graduate Proposals Only)	

Course Subject: (e.g., ACCT, ENGL) <b>CNSL</b>	Course Number: (e.g., 1003) <b>6123</b>	Effective Term: <input type="radio"/> Spring <input checked="" type="radio"/> Summer I
Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below)		
<b>COUNSELING THEORIES</b>		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript)		
<b>COUNSELING THEORIES</b>		

Will this course be cross-listed with another existing course? If so, list course subject and number.  
 Yes  No \_\_\_\_\_

Will this course be cross-listed with a course currently not in the undergraduate or graduate catalog?  
 If so, list course subject and number.  Yes  No \_\_\_\_\_

Is this course repeatable for additional earned hours?  Yes  No How many total hours? \_\_\_\_\_

Grading:  Standard Letter  P/F  Other \_\_\_\_\_

Mode of Instruction (check appropriate box):

<input checked="" type="radio"/> 01 Lecture	<input type="radio"/> 02 Lecture/Laboratory	<input type="radio"/> 03 Laboratory only
<input type="radio"/> 05 Practice Teaching	<input type="radio"/> 06 Internship/Practicum	<input type="radio"/> 07 Apprenticeship/Externship
<input type="radio"/> 08 Independent Study	<input type="radio"/> 09 Readings	<input type="radio"/> 10 Special Topics
<input type="radio"/> 12 Individual Lessons	<input type="radio"/> 13 Applied Instruction	<input type="radio"/> 16 Studio Course
<input type="radio"/> 17 Dissertation	<input type="radio"/> 18 Activity Course	<input type="radio"/> 19 Seminar <input type="radio"/> 98 Other

Does this course require a fee?  Yes  No How Much? \_\_\_\_\_ Select Fee Type \_\_\_\_\_

If selected other list fee type: \_\_\_\_\_

Elective  Major  Minor

(If major or minor course, you must complete the Request for Program Change form to add course to program.)

If course is required by major/minor, how frequently will course be offered?  
 \_\_\_\_\_  
 FALL

Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.?  
 \_\_\_\_\_

Will this course require a special classroom (computer lab, smart classroom, or laboratory)?  
 \_\_\_\_\_

Answer the following Assessment questions:

- a. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable.
  1. **Arkansas LAC/LPC Knowledge Domains:** This course meets, at least in part, the Council for the Accreditation of Counseling and Related Educational Programs (CACREP) Standards
    - i. C.4., C.12., E.1., E.15., H.1., H.2.
  2. **Certified Rehabilitation Counselor Knowledge Domains:** This course meets, at least in part, the Commission on Rehabilitation Counselor Certification (CRCC) Standards
    - i. 2.A., 2.B., 2.C.a-n., 2.D.a-j., 2.E., 2.F., 2.G., 2.I., 4.C., 4.D.
- b. If this course is required for the major or minor, complete the following.
  1. Provide the program level learning outcome(s) it addresses.

- i. Standard 1: Successful graduates comprehend the major concepts, principles, theories, and research underlying the philosophical foundations of clinical mental health and rehabilitation counseling, and they work successfully within organizational components.
    - ii. Standard 2: Successful graduates are able to comprehend and synthesize the major concepts, principles, theories, and research related to clinical practice and apply this knowledge. They demonstrate the ability to build rapport, explore complex topics and situations, uphold professional ethical and legal standards, develop research-informed treatment plans, refer or perform necessary assessments as part of treatment, and keep accurate and timely records for each client they work with. They successfully model practices that affirm the diversity of all clientele.
  - 2. Provide tool or measure directly linked to each program learning outcome. (How will student learning in this outcome be measured?)
    - i. Standard 1:
      - 1. Written Synthesis Exercises
      - 2. Clinical Case Studies
      - 3. Quizzes & Exams
      - 4. Reflection Papers
    - ii. Standard 2:
      - 1. Video/Live Counseling & Reflection Exercises
      - 2. Clinical Case Studies
      - 3. Case Management Portfolio
      - 4. Reflection Journals
      - 5. Quizzes & Exams
      - 6. Formative & Summative Assessments
      - 7. Experiential Assessments
      - 8. Treatment Plan Development
- c. What is the rationale for adding this course? What evidence demonstrates this need?
  - 1. According to the requirements outlined by the Arkansas State Board of Examiners (ARBOE; 2020), the Commission on Rehabilitation Counselor Certification (CRCC; 2022), and the Council for Accreditation of Counseling and Related Educational Programs (CACREP; 2024), the following course is necessary to qualify the successful student to sit for the Certified Rehabilitation Counselor (CRC) exam or National Counselor Examination (NCE). Furthermore, the program will be seeking accreditation by CACREP in the next three (3) to five (5) years and is building the program to reflect these academic standards and knowledge domains.
    - i. Arkansas State Board of Examiners [ARBOE]. (2020). *LAC-LPC core curriculum summary*. <https://abec.statesolutions.us/wp-content/uploads/2023/02/LAC-LPC-Core-Curriculum-Summary.pdf>
    - ii. Commission on Rehabilitation Counselor Certification [CRCC]. (2022). *CRC knowledge domains, competencies and tasks*. <https://crccertification.com/wp-content/uploads/2022/05/2022-CRCC-Exam-Blueprint-shows-NEW-1.pdf>
    - iii. Council for Accreditation of Counseling and Related Educational Programs [CACREP]. (2024). *CACREP standards*. <https://www.cacrep.org/wp-content/uploads/2023/06/2024-Standards-Combined-Version-6.27.23.pdf>

For the proposed course, attach a syllabus in Word format that includes: **(Items a. through d. should be entered as they should appear in the catalog)**

- a. Course subject
- b. Course number
- c. Catalog course title
- d. Catalog description
  1. Arkansas Course Transfer System (ACTS) course number, if applicable
  2. Cross-listing
  3. Offered (e.g., Fall only, Spring only. Do not enter if offer course fall and spring)
  4. Prerequisites
  5. Co-requisites
  6. Description
  7. Notes (e.g., information not in description such as course may be repeated for credit)
  8. Contact Hours if different than lecture (e.g., Lecture three hours, laboratory three hours)
  9. Fees (e.g., \$36 art fee)
- e. Section for Name of instructor, office hours, contact information (telephone, email)
- f. Text required for course
- g. Bibliography (supplemental reading list)
- h. Justification/rationale for the course
- i. Course objectives
- j. Description of how course meets general education objectives (courses included in the general education component should show how the course meets one or more of the objectives contained in General Education Objectives listed in undergraduate catalog)
- k. Assessment methods (include grading policy with specific equivalents for A, B, C)
- l. Policy on absences, cheating, plagiarism, etc.
- m. Course content (outline of material to be covered in course).

If this course will affect other departments, a Departmental Support Form for each affected department must be attached. The form is located on the Curriculum forms web page at [http://www.atu.edu/registrar/curriculum\\_forms.php](http://www.atu.edu/registrar/curriculum_forms.php).

## CNSL 6123: Counseling Theories

**Offered:** Fall Semesters

### **Catalog Description:**

A comparative study of the major theories of counseling, stressing their philosophical views of mankind, assumptions, techniques, strengths, and weaknesses. Students will explore their own inclinations toward given theories so that they may begin to develop their own theoretical toolkit. Note: A grade of C or better is required for Counseling majors.

---

**Instructor:** \_\_\_\_\_  
**Class Location:** \_\_\_\_\_  
**Course Day & Time:** \_\_\_\_\_  
**Office Hours:** \_\_\_\_\_

**E-Mail:** \_\_\_\_\_  
**Office Location:** \_\_\_\_\_  
**Phone:** \_\_\_\_\_

---

### **COURSE DESCRIPTION:**

A comparative study of the major theories of counseling, stressing their philosophical views of mankind, assumptions, techniques, strengths, and weaknesses. Students will explore their own inclinations toward given theories so that they may begin to develop their own theoretical toolkit. Note: A grade of C or better is required for Counseling majors.

### **COURSE OBJECTIVES:**

Upon successful completion of the course, students will...

1. Be knowledgeable in theories and models of counseling, including relevance to clients from diverse backgrounds.
2. Be able to identify and evaluate the evidence base for counseling theories.
3. Understand individual counseling theories.

### **MATERIALS AND RESOURCES**

**Required Text:** Kress, V. A., Seligman, L. W., & Reichenberg, L. W. (2021). *Theories of counseling and psychotherapy: Systems, strategies, and skills* (5<sup>th</sup> ed.). Pearson.

**Other Materials:** Suggested readings, movies, multimedia/internet resources, and additional handouts/readings provided by the instructor.

### **LICENSURE/CERTIFICATION STANDARDS:**

**Arkansas LAC/LPC Knowledge Domains:** This course meets, at least in part, the Council for the Accreditation of Counseling and Related Educational Programs (CACREP) Standards

C.4., C.12., E.1., E.15., H.1., H.2.

**Certified Rehabilitation Counselor Knowledge Domains:** This course meets, at least in part, the Commission on Rehabilitation Counselor Certification (CRCC) Standards...

2.A., 2.B., 2.C.a.-n., 2.D.a.-j., 2.E., 2.F., 2.G., 2.I., 4.C., 4.D.



### ASSIGNMENTS & POINTS

Assignment	Points/each	Total Points	% of Grade
Case Study Analyses (4)	75	300	41.4%
Quizzes (4)	50	100	13.8%
Theoretical Comparison Research Paper	175	175	24.1%
Personal Theoretical Orientation Reflection Paper	150	150	20.7%
<b>Total</b>		<b>725</b>	<b>100%</b>

**NOTE: YOU MUST COMPLETE ALL ASSIGNMENTS IN ORDER TO PASS THIS CLASS**

### GRADING SCALE

You are responsible for monitoring your grade. It is recommended that you keep a running total of the points you have earned throughout the semester. This will tell you where you stand at any given time.

90% - 100 %	or	652.5-725 points	=	4.0
80% - 89 %	or	580-652.49 points	=	3.0
70 % - 79 %	or	507.5-579.99 points	=	2.0
60 % - 69 %	or	435-507.49 points	=	1.0

**If you fall below 60% please contact the professor to discuss your academic status.**

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[http://www.dontwasteyourtime.co.uk/wp-content/uploads/2012/05/2012-05-14\\_0854.png](http://www.dontwasteyourtime.co.uk/wp-content/uploads/2012/05/2012-05-14_0854.png)

<https://www.ithenticate.com/hs-fs/hub/92785/file-5414624-pdf/media/ith-selfplagiarism-whitepaper.pdf>

**NOTE: Students MUST use quotation marks around any statement that is not their own paraphrased work.**

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determination of originality and integrity, and will engage in discussion(s) with the student prior to said determination.

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### **AFFIRMATIVE ACTION STATEMENT:**

Arkansas Tech University does not discriminate on the basis of color, sex, sexual orientation, gender identity, race, age, national origin, religion, veteran status, genetic information, or disability in any of our practices, policies, or procedures. If you have experienced any form of discrimination or harassment, including sexual misconduct (e.g. sexual assault, sexual harassment, stalking, domestic or dating violence), we encourage you to report this to the institution. If you report such an incident of misconduct to a faculty or staff member, they are required by law to notify Arkansas Tech University's Title IX Coordinator and share the basic fact of your experience. The Title IX Coordinator will then be available to assist you in understanding all of your options and in connecting you with all possible resources on and off campus. For more information, please visit: <http://www.atu.edu/titleix/index.php>.

### **ELECTRONIC MAIL & BLACKBOARD INFORMATION:**

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## COURSE SCHEDULE

WEEK	CHAPTER(S)	CONTENT	ASSIGNMENT(S)
1	1	Foundations of Effective Counseling	Blackboard Attendance Module
2	2	Freud and Classic Psychoanalysis	
3	3	Adlerian Therapy	Case Analysis 1
4	4	Post- and Neo Freudian Psychoanalytic Therapies	Quiz 1
5	5	Behavior Therapies	
6	6	Cognitive Behavioral Therapies	Case Analysis 2
7	7	Reality Therapy	Quiz 2
8	8	Contemporary CBT Therapies	
9	9	Existential Therapy	Case Analysis 3
10	10	Person-Centered Therapy	Quiz 3
11	11	Gestalt Therapy	
12	12	Feminist Therapy	Case Analysis 4
13	13	Postmodern Therapies	Quiz 4
14	15	Developing Your Theoretical Orientation	Theoretical Comparison Research Paper
15	14	Family Systems Therapies	

**Personal Theoretical Orientation Reflection Paper Due:** \_\_\_\_\_



# ARKANSAS TECH UNIVERSITY

## REQUEST FOR COURSE ADDITION

Department Initiating Proposal	Date
Department of Kinesiology & Rehabilitation Science	

Title	Signature	Date
Department Head Dr. Rockie Pederson	<i>Rockie Pederson</i>	07/17/2023
Dean Dr. Tim Carter	<i>Tim Carter</i>	7/17/23
Assessment Dr. Christine Austin	<i>Christine Austin</i>	7.18.23
Registrar Ms. Tammy Weaver	<i>Tammy Weaver</i>	7/28/23
Graduate Dean (Graduate Proposals Only) Dr. Sarah Gordon		
Vice President for Academic Affairs Dr. Julie Furst-Bowe		

Committee	Approval Date
General Education Committee (Undergraduate Proposals Only)	
Teacher Education Committee (Graduate or Undergraduate Proposals)	
Curriculum Committee (Undergraduate Proposals Only)	
Faculty Senate (Undergraduate Proposals Only)	
Graduate Council (Graduate Proposals Only)	

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)	Effective Term:
CNSL	6163	<input type="radio"/> Spring <input checked="" type="radio"/> Summer I
Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below)		
ADDICTIONS DIAGNOSIS AND TREATMENT STRATEGIES		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript)		
ADDCTN DIAGNOSIS & TREAT STRAT		

Will this course be cross-listed with another existing course? If so, list course subject and number.  
 Yes  No \_\_\_\_\_

Will this course be cross-listed with a course currently not in the undergraduate or graduate catalog?  
 If so, list course subject and number.  Yes  No \_\_\_\_\_

Is this course repeatable for additional earned hours?  Yes  No How many total hours? \_\_\_\_\_

Grading:  Standard Letter  P/F  Other \_\_\_\_\_

Mode of Instruction (check appropriate box):

<input checked="" type="radio"/> 01 Lecture	<input type="radio"/> 02 Lecture/Laboratory	<input type="radio"/> 03 Laboratory only
<input type="radio"/> 05 Practice Teaching	<input type="radio"/> 06 Internship/Practicum	<input type="radio"/> 07 Apprenticeship/Externship
<input type="radio"/> 08 Independent Study	<input type="radio"/> 09 Readings	<input type="radio"/> 10 Special Topics
<input type="radio"/> 12 Individual Lessons	<input type="radio"/> 13 Applied Instruction	<input type="radio"/> 16 Studio Course
<input type="radio"/> 17 Dissertation	<input type="radio"/> 18 Activity Course	<input type="radio"/> 19 Seminar <input type="radio"/> 98 Other

Does this course require a fee?  Yes  No How Much? \_\_\_\_\_ Select Fee Type \_\_\_\_\_

If selected other list fee type: \_\_\_\_\_

Elective  Major  Minor

(If major or minor course, you must complete the Request for Program Change form to add course to program.)

If course is required by major/minor, how frequently will course be offered?  
 SPRING

Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.?

Will this course require a special classroom (computer lab, smart classroom, or laboratory)?

Answer the following Assessment questions:

a. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable.

- Arkansas LAC/LPC Knowledge Domains:** This course meets, at least in part, the Council for the Accreditation of Counseling and Related Educational Programs (CACREP) Standards
  - A.1.-11., E.6., G.6., G.13.-17
- Certified Rehabilitation Counselor Knowledge Domains:** This course meets, at least in part, the Commission on Rehabilitation Counselor Certification (CRCC) Standards
- 1.A.b.-d., 1.D.-E., 2.A.-B., 2.D.b.-c., 2.D.e.-j., 2.E.-G., 2.I., 2.O., 2.Q., 3.A.-D., 4.A.-D., 5.A.a.-c., 5.B., 5.C.a., 5.C.l.-m., 5.C.p., 5.C.r.-s., 5.D., 6.B.a.-c., 6.C.a., 6.D.h.-i., 6.F., 7.F., 9.A., 9.C.-E., 11.A., 11.C., 11.E.

- b. If this course is required for the major or minor, complete the following.
1. Provide the program level learning outcome(s) it addresses.
    - i. Standard 2: Successful graduates are able to comprehend and synthesize the major concepts, principles, theories, and research related to clinical practice and apply this knowledge. They demonstrate the ability to build rapport, explore complex topics and situations, uphold professional ethical and legal standards, develop research-informed treatment plans, refer or perform necessary assessments as part of treatment, and keep accurate and timely records for each client they work with. They successfully model practices that affirm the diversity of all clientele.
    - ii. Standard 5: Successful graduates are knowledgeable of the various ways in which disabling conditions may manifest, the effect(s) of those conditions on the individual with the disability as well as their family and friends, and the impact the conditions may have on one or many of the major life areas (e.g., employment, relationships, spirituality). They serve as informed advocates for these clients, their support systems, and for responsive clinical practices.
  2. Provide tool or measure directly linked to each program learning outcome. (How will student learning in this outcome be measured?)
    - i. Standard 2:
      1. Video/Live Counseling & Reflection Exercises
      2. Clinical Case Studies
      3. Case Management Portfolio
      4. Reflection Journals
      5. Quizzes & Exams
      6. Formative & Summative Assessments
      7. Experiential Assessments
      8. Treatment Plan Development
    - ii. Standard 5:
      1. Research & Analysis Synthesis Paper
      2. Clinical Case Studies
      3. Formative & Summative Assessments
      4. Experiential Assessments
      5. Research Project and Thesis
- c. What is the rationale for adding this course? What evidence demonstrates this need?
1. According to the requirements outlined by the Arkansas State Board of Examiners (ARBOE; 2020), the Commission on Rehabilitation Counselor Certification (CRCC; 2022), and the Council for Accreditation of Counseling and Related Educational Programs (CACREP; 2024), the following course is necessary to qualify the successful student to sit for the Certified Rehabilitation Counselor (CRC) exam or National Counselor Examination (NCE). Furthermore, the program will be seeking accreditation by CACREP in the next three (3) to five (5) years and is building the program to reflect these academic standards and knowledge domains.
    - i. Arkansas State Board of Examiners [ARBOE]. (2020). *LAC-LPC core curriculum summary*. <https://abec.statesolutions.us/wp-content/uploads/2023/02/LAC-LPC-Core-Curriculum-Summary.pdf>

- ii. Commission on Rehabilitation Counselor Certification [CRCC]. (2022). *CR knowledge domains, competencies and tasks*. [https://crccertification.com/wp-content/uploads/2022/05/2022-CRCC-Exam-Blueprint\\_shows-NEW-1.pdf](https://crccertification.com/wp-content/uploads/2022/05/2022-CRCC-Exam-Blueprint_shows-NEW-1.pdf)
- iii. Council for Accreditation of Counseling and Related Educational Programs [CACREP]. (2024). *CACREP standards*. <https://www.cacrep.org/wp-content/uploads/2023/06/2024-Standards-Combined-Version-6.27.23.pdf>



For the proposed course, attach a syllabus in Word format that includes: **(Items a. through d. should be entered as they should appear in the catalog)**

- a. Course subject
- b. Course number
- c. Catalog course title
- d. Catalog description
  1. Arkansas Course Transfer System (ACTS) course number, if applicable
  2. Cross-listing
  3. Offered (e.g., Fall only, Spring only. Do not enter if offer course fall and spring)
  4. Prerequisites
  5. Co-requisites
  6. Description
  7. Notes (e.g., information not in description such as course may be repeated for credit)
  8. Contact Hours if different than lecture (e.g., Lecture three hours, laboratory three hours)
  9. Fees (e.g., \$36 art fee)
- e. Section for Name of instructor, office hours, contact information (telephone, email)
- f. Text required for course
- g. Bibliography (supplemental reading list)
- h. Justification/rationale for the course
- i. Course objectives
- j. Description of how course meets general education objectives (courses included in the general education component should show how the course meets one or more of the objectives contained in General Education Objectives listed in undergraduate catalog)
- k. Assessment methods (include grading policy with specific equivalents for A, B, C)
- l. Policy on absences, cheating, plagiarism, etc.
- m. Course content (outline of material to be covered in course).

If this course will affect other departments, a Departmental Support Form for each affected department must be attached. The form is located on the Curriculum forms web page at [http://www.atu.edu/registrar/curriculum\\_forms.php](http://www.atu.edu/registrar/curriculum_forms.php).

## **CNSL 6163: Addiction Diagnosis and Treatment Strategies**

**Offered:** Spring semesters

**Catalog Description:**

Prerequisite: CNLS 5163. A study and assessment of addiction disorders and related treatment planning approaches with an overview of evidenced based intervention techniques and treatment strategies. Group as well as individual facilitation skills and meeting cultural issues in the individual/group settings will be addressed. Note: A grade of C or better is required for Counseling majors.

---

**Instructor:** \_\_\_\_\_  
\_\_\_\_\_

**E-Mail:**

**Class Location:** \_\_\_\_\_  
\_\_\_\_\_

**Office Location:**

**Course Day & Time:** \_\_\_\_\_

**Phone:** \_\_\_\_\_

**Office Hours:** \_\_\_\_\_

---

**COURSE DESCRIPTION:**

A study and assessment of addiction disorders and related treatment planning approaches with an overview of evidenced based intervention techniques and treatment strategies. Group as well as individual facilitation skills and meeting cultural issues in the individual/group settings will be addressed. Note: A grade of C or better is required for Counseling majors.

**COURSE OBJECTIVES:**

Upon successful completion of the course, students will...

1. Be able to identify and classify major categories of licit and illicit drugs.
2. Gain insight into the multi-faceted nature of substance abuse problems from pharmacological, psychological, and ecological perspectives.

3. Describe the physical effects of substance use on the nervous system and other body systems, including the concepts of tolerance, addiction and withdrawal.
4. Develop a functional knowledge of the methods and models used to assess, diagnose, treat, and prevent substance use and abuse across the lifespan.
5. Cultivate an increased understanding of social and cultural issues which influence decisions about individual substance use, prevention, and public policy.
6. Expand their understanding of the current research findings related to substance abuse.
7. Utilize provided avenues to analyze controversial issues surrounding drug use and abuse.

**MATERIALS AND RESOURCES**

**Required Text:** Lewis, T. E. (2023). *Substance abuse and addiction treatment: Practical application of counseling theory* (2<sup>nd</sup> Ed.). Cognella.

**Other Materials:** Suggested readings, movies, multimedia/internet resources, and additional handouts/readings provided by the instructor.

**LICENSURE/CERTIFICATION STANDARDS:**

**Arkansas LAC/LPC Knowledge Domains:** This course meets, at least in part, the Council for the Accreditation of Counseling and Related Educational Programs (CACREP) Standards...

A.1.-11.	E.6.	G.6.	G.13.-17
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**Certified Rehabilitation Counselor Knowledge Domains:** This course meets, at least in part, the Commission on Rehabilitation Counselor Certification (CRCC) Standards...

1.A.b.-d.	2.Q.	5.C.r.-s.	9.C.-E.
1.D.-E.	3.A.-D.	5.D.	11.A.
2.A.-B.	4.A.-D.	6.B.a.-c.	11.C.
2.D.b.-c.	5.A.a.-c.	6.C.a.	11.E.
2.D.e.-j.	5.B.	6.D.h.-i.	
2.E.-G.	5.C.a.	6.F.	
2.I.	5.C.l.-m.	7.F.	
2.O.	5.C.p.	9.A.	

### ASSIGNMENTS & POINTS

Assignment	Points/each	Total Points	% of Grade
Content Quizzes (4)	25	100	22.2%
Addiction Assessment and Treatment Paper	150	150	33.3%
Group Project/Presentation	150	150	33.3%
Final Exam	50	50	11.2%
<b>Total</b>		<b>450</b>	<b>100%</b>

**NOTE: YOU MUST COMPLETE ALL ASSIGNMENTS IN ORDER TO PASS THIS CLASS**

### GRADING SCALE

90%-100%	or	405-450 points	=	4.0
80%-89%	or	360-404.99 points	=	3.0
70%-79%	or	315-359.99 points	=	2.0
60%-69%	or	270-314.99 points	=	1.0

You are responsible for monitoring your grade. It is recommended that you keep a running total of the points you have earned throughout the semester. This will tell you where you stand at any given time.

**If you fall below 60% please contact the professor to discuss your academic status.**

### ACADEMIC HONESTY POLICY:

You are expected to work to the best of *your* ability. **Copying, plagiarizing, self-plagiarizing, and cheating will not be tolerated.** You must give appropriate credit to ideas borrowed from other sources. University policy states that, “**academic dishonesty may have serious consequences...Penalties for various levels of academic dishonesty vary from giving an ‘F’ on a particular quiz or exam, to giving an ‘F’ on a term paper or other written work, or giving the student an ‘F’ or ‘W’ for the course**”. Copying of Internet information regarding motion picture reviews or other online film critiques is a form of plagiarism. If you are unsure whether you may have plagiarized, **please see the Professor before** turning in your assignment to discuss your concerns. Please also refer to the following info graphic for a listing of different types of plagiarism:

[http://www.dontwasteyourtime.co.uk/wp-content/uploads/2012/05/2012-05-14\\_0854.png](http://www.dontwasteyourtime.co.uk/wp-content/uploads/2012/05/2012-05-14_0854.png)

<https://www.ithenticate.com/hs-fs/hub/92785/file-5414624-pdf/media/ith-selfplagiarism-whitepaper.pdf>

**NOTE: Students MUST use quotation marks around any statement that is not their own paraphrased work.**

To ensure academic honesty, promote accurate citing of references, and encourage the learning process, the **Professor has enabled the "Turnitin" function within Blackboard**. In doing so, all assignments will be scanned for unoriginal content utilizing this new technology. The Professor also allows for the student to view the Originality Score following their submission. Should the score be too high, it is recommended that the student re-submit the paper after making the appropriate corrections. The Professor retains the right, however, to make the final determination of originality and integrity, and will engage in discussion(s) with the student prior to said determination.

#### **ACADEMIC INTEGRITY:**

Students who violate the Code of Academic Integrity (cheating, plagiarism, etc.) face penalties ranging from being required to redo the assignment (i.e., properly cite sources in cases of plagiarism) to failure of the assignment and/or class. The sanction is dependent on the severity of the violation as well as the number of times a student has violated the policy in the class. Egregious or multiple violations may result in additional university level sanctions. Further information can be found at:

<https://www.atu.edu/academic-integrity>

### **AFFIRMATIVE ACTION STATEMENT:**

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## COURSE SCHEDULE

WEEK	CHAPTER(S)	CONTENT	ASSIGNMENT(S)
1	1	Introduction Syllabus Review Choose Groups for Research Chapter 1 Introduction Chapter	Blackboard Attendance Module
2	2 & 3	Terms, Models, and Ethical Issues in Substance Abuse and Addictions Brain Basics and the Neuroscience of Substance Abuse and Addiction	
3	4 & 5	Substance Classifications, Effects, and Associated Dangers Assessment, Diagnosis, and Treatment Planning	Quiz #1
4	6	Motivational Interviewing in the Treatment of Substance Abuse and Addictions	
5	7	Applying CBT in the Treatment of Substance Abuse and Addictions Case Studies using CBT	
6	8	Applying Relapse Prevention in the Treatment of Substance Abuse and Addiction Introduction to the AA and NA literature. Discussion about Celebrate Recovery.	Quiz #2
7	9	Applying Group Theory in the Treatment of Substance Abuse and Addiction Case Studies and Video: Groups	
8	10	Applying Family Therapy in the Treatment of Substance Abuse and Addiction Case Studies About the Impact of Addiction on The Family	



<b>9</b>	11	Applying Solution-Focused Therapy in the Treatment of Substance Abuse and Addiction  Outpatient Addiction Settings	Quiz #3
<b>10</b>	12	Applying Adlerian Therapy in the Treatment of Substance Abuse and Addiction  Inpatient Addiction Settings	Addictions Assessment and Treatment Paper
<b>11</b>	13	Applying Gestalt Therapy in the Treatment of Substance Abuse and Addiction  Day Treatment Addiction Settings	
<b>12</b>	14	Applying Existential Therapy in the Treatment of Substance Abuse and Addiction  Medication Assisted Treatment in Addictions	
<b>13</b>	15	Key Considerations and Theory Integration  Final Discussion about Group Presentations	Quiz #4
<b>14</b>		Group Presentations	Group Projects Due
<b>15</b>		Final Exam Review	

**FINAL EXAM SCHEDULED FOR:** \_\_\_\_\_



# ARKANSAS TECH UNIVERSITY

## REQUEST FOR COURSE ADDITION

Department Initiating Proposal	Date
Department of Kinesiology & Rehabilitation Science	

Title	Signature	Date
Department Head Dr. Rockie Pederson	<i>Rockie Pederson</i>	07/17/2023
Dean Dr. Tim Carter	<i>Tim Carter</i>	7/17/23
Assessment Dr. Christine Austin	<i>Christine Austin</i>	7.18.23
Registrar Ms. Tammy Weaver	<i>Tammy Weaver</i>	7/28/23
Graduate Dean (Graduate Proposals Only) Dr. Sarah Gordon		
Vice President for Academic Affairs Dr. Julie Furst-Bowe		

Committee	Approval Date
General Education Committee (Undergraduate Proposals Only)	
Teacher Education Committee (Graduate or Undergraduate Proposals)	
Curriculum Committee (Undergraduate Proposals Only)	
Faculty Senate (Undergraduate Proposals Only)	
Graduate Council (Graduate Proposals Only)	

Course Subject: (e.g., ACCT, ENGL) <b>CNSL</b>	Course Number: (e.g., 1003) <b>6204</b>	Effective Term: <input type="radio"/> Spring <input checked="" type="radio"/> Summer I
Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below)		
<b>COUNSELING SKILLS</b>		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters -- this will display on the transcript)		
<b>COUNSELING SKILLS</b>		

Will this course be cross-listed with another existing course? If so, list course subject and number.

Yes  No

Will this course be cross-listed with a course currently not in the undergraduate or graduate catalog?

If so, list course subject and number.  Yes  No

Is this course repeatable for additional earned hours?  Yes  No How many total hours?

Grading:  Standard Letter  P/F  Other

Mode of Instruction (check appropriate box):

- |   |   |   |
|---|---|---|
| <input checked="" type="radio"/> 01 Lecture | <input type="radio"/> 02 Lecture/Laboratory   | <input type="radio"/> 03 Laboratory only                        |
| <input type="radio"/> 05 Practice Teaching  | <input type="radio"/> 06 Internship/Practicum | <input type="radio"/> 07 Apprenticeship/Externship              |
| <input type="radio"/> 08 Independent Study  | <input type="radio"/> 09 Readings             | <input type="radio"/> 10 Special Topics                         |
| <input type="radio"/> 12 Individual Lessons | <input type="radio"/> 13 Applied Instruction  | <input type="radio"/> 16 Studio Course                          |
| <input type="radio"/> 17 Dissertation       | <input type="radio"/> 18 Activity Course      | <input type="radio"/> 19 Seminar <input type="radio"/> 98 Other |

Does this course require a fee?  Yes  No How Much? Select Fee Type

If selected other list fee type:

Elective  Major  Minor

(If major or minor course, you must complete the Request for Program Change form to add course to program.)

If course is required by major/minor, how frequently will course be offered?

SPRING

Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.?

Will this course require a special classroom (computer lab, smart classroom, or laboratory)?

Answer the following Assessment questions:

- a. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable.
  1. **Arkansas LAC/LPC Knowledge Domains:** This course meets, at least in part, the Council for the Accreditation of Counseling and Related Educational Programs (CACREP) Standards
    - i. A.1-8., A.10-11., E.1-21., G.10., G.13-17.
  2. **Certified Rehabilitation Counselor Knowledge Domains:** This course meets, at least in part, the Commission on Rehabilitation Counselor Certification (CRCC) Standards
    - i. 1.A.a-f., 1.A.i., 1.A.l., 1.B., 1.C., 1.D., 1.E., 2.A-B., 2.D.a-j., 2.F., 2.O., 2.N., 2.Q., 4.A-D., 5.C.a-s., 5.D., 5.E.
- b. If this course is required for the major or minor, complete the following.

1. Provide the program level learning outcome(s) it addresses.

- i. Standard 2: Successful graduates are able to comprehend and synthesize the major concepts, principles, theories, and research related to clinical practice and apply this knowledge. They demonstrate the ability to build rapport, explore complex topics and situations, uphold professional ethical and legal standards, develop research-informed treatment plans, refer or perform necessary assessments as part of treatment, and keep accurate and timely records for each client they work with. They successfully model practices that affirm the diversity of all clientele.
- ii. Standard 5: Successful graduates are knowledgeable of the various ways in which disabling conditions may manifest, the effect(s) of those conditions on the individual with the disability as well as their family and friends, and the impact the conditions may have on one or many of the major life areas (e.g., employment, relationships, spirituality). They serve as informed advocates for these clients, their support systems, and for responsive clinical practices.

2. Provide tool or measure directly linked to each program learning outcome. (How will student learning in this outcome be measured?)

i. Standard 2:

1. Video/Live Counseling & Reflection Exercises
2. Clinical Case Studies
3. Case Management Portfolio
4. Reflection Journals
5. Quizzes & Exams
6. Formative & Summative Assessments
7. Experiential Assessments
8. Treatment Plan Development

ii. Standard 5:

1. Research & Analysis Synthesis Paper
2. Clinical Case Studies
3. Formative & Summative Assessments
4. Experiential Assessments
5. Research Project and Thesis

c. What is the rationale for adding this course? What evidence demonstrates this need?

1. According to the requirements outlined by the Arkansas State Board of Examiners (ARBOE; 2020), the Commission on Rehabilitation Counselor Certification (CRCC; 2022), and the Council for Accreditation of Counseling and Related Educational Programs (CACREP; 2024), the following course is necessary to qualify the successful student to sit for the Certified Rehabilitation Counselor (CRC) exam or National Counselor Examination (NCE). Furthermore, the program will be seeking accreditation by CACREP in the next three (3) to five (5) years and is building the program to reflect these academic standards and knowledge domains.

- i. Arkansas State Board of Examiners [ARBOE]. (2020). *LAC-LPC core curriculum summary*. <https://abec.statesolutions.us/wp-content/uploads/2023/02/LAC-LPC-Core-Curriculum-Summary.pdf>

- ii. Commission on Rehabilitation Counselor Certification [CRCC]. (2022). *CRC knowledge domains, competencies and tasks*. [https://crccertification.com/wp-content/uploads/2022/05/2022-CRCC-Exam-Blueprint\\_shows-NEW-1.pdf](https://crccertification.com/wp-content/uploads/2022/05/2022-CRCC-Exam-Blueprint_shows-NEW-1.pdf)
- iii. Council for Accreditation of Counseling and Related Educational Programs [CACREP]. (2024). *CACREP standards*. <https://www.cacrep.org/wp-content/uploads/2023/06/2024-Standards-Combined-Version-6.27.23.pdf>

For the proposed course, attach a syllabus in Word format that includes: **(Items a. through d. should be entered as they should appear in the catalog)**

- a. Course subject
- b. Course number
- c. Catalog course title
- d. Catalog description
  - 1. Arkansas Course Transfer System (ACTS) course number, if applicable
  - 2. Cross-listing
  - 3. Offered (e.g., Fall only, Spring only. Do not enter if offer course fall and spring)
  - 4. Prerequisites
  - 5. Co-requisites
  - 6. Description
  - 7. Notes (e.g., information not in description such as course may be repeated for credit)
  - 8. Contact Hours if different than lecture (e.g., Lecture three hours, laboratory three hours)
  - 9. Fees (e.g., \$36 art fee)
- e. Section for Name of instructor, office hours, contact information (telephone, email)
- f. Text required for course
- g. Bibliography (supplemental reading list)
- h. Justification/rationale for the course
- i. Course objectives
- j. Description of how course meets general education objectives (courses included in the general education component should show how the course meets one or more of the objectives contained in General Education Objectives listed in undergraduate catalog)
- k. Assessment methods (include grading policy with specific equivalents for A, B, C)
- l. Policy on absences, cheating, plagiarism, etc.
- m. Course content (outline of material to be covered in course).

If this course will affect other departments, a Departmental Support Form for each affected department must be attached. The form is located on the Curriculum forms web page at [http://www.atu.edu/registrar/curriculum\\_forms.php](http://www.atu.edu/registrar/curriculum_forms.php).

## **CNSL 6204: Counseling Skills and Technology in Counseling**

**Offered:** Spring semesters

**Catalog Description:**

Prerequisite: CNSL 6123. Studies that provide an understanding of counseling and consultation process, including: counselor and consultant characteristics and behaviors that influence helping processes, verbal and nonverbal behaviors and personal characteristics, orientations, and skills; the development of a therapeutic relationship, establishment of appropriate counseling goals, designing of intervention strategies, evaluation of client outcomes, and success termination of the professional relationship. Studies will also facilitate student self-awareness so that the counselor-client relationship is therapeutic, and the counselor maintains appropriate professional boundaries. Students will begin to develop a personal model of counseling as well as establish a general framework for understanding and practicing consultation. Integration of technological strategies and applications within counseling and consultation processes will be explored, including ethical and legal considerations, the process, application and implementation of technology assisted counseling/therapy, the integration of ethical and social responsibility, current standards of practice for distance delivery and appropriateness of services with diverse individuals, relationships, and families. Note: A grade of C or better is required for Counseling majors.

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**Instructor:** \_\_\_\_\_

**E-Mail:** \_\_\_\_\_

**Class Location:** \_\_\_\_\_

**Office Location:** \_\_\_\_\_

**Course Day & Time:** \_\_\_\_\_

**Phone:** \_\_\_\_\_

**Office Hours:** \_\_\_\_\_

---

**COURSE DESCRIPTION:**

Studies that provide an understanding of counseling and consultation process, including: counselor and consultant characteristics and behaviors that influence helping processes, verbal and nonverbal behaviors and personal characteristics, orientations, and skills; the development of a therapeutic relationship, establishment of appropriate counseling goals, designing of intervention strategies, evaluation of client outcomes, and success termination of the professional relationship. Studies will also facilitate student self-awareness so that the counselor-client relationship is therapeutic, and the counselor maintains appropriate professional boundaries. Students will begin to develop a personal model of counseling as

well as establish a general framework for understanding and practicing consultation. Integration of technological strategies and applications within counseling and consultation processes will be explored, including ethical and legal considerations, the process, application and implementation of technology assisted counseling/therapy, the integration of ethical and social responsibility, current standards of practice for distance delivery and appropriateness of services with diverse individuals, relationships, and families. Note: A grade of C or better is required for Counseling majors.

### **COURSE OBJECTIVES:**

Upon successful completion of the course, students will...

1. Develop a functional knowledge of counseling skills (micro-skills) and theories to help the student pick the appropriate counseling techniques to benefit the client.
2. Apply counseling theory and techniques to build rapport with clients.
3. Generate appropriate counseling goals and objectives with the client, drawing from counseling theory and consultation techniques.
4. Employ a biopsychosocial approach to holistically assess the client's situation.
5. Successfully integrate technology, related strategies and applications within the counseling and consultation relationship.
6. Be knowledgeable in ethical and social responsibilities when utilizing technology in counseling, in addition to with current standards of practice (e.g., CACREP, CRCC, state licensure boards).
7. Accurately establish the appropriate use of technology/distance counseling with diverse populations, relationships, and families.

### **MATERIALS AND RESOURCES**

**Required Text:** Ivey, A. E., Ivey, M. B., & Zalaquett, C. P. (2024). *Essential of intentional counseling and psychotherapy in a multicultural world* (4<sup>th</sup> ed). Cengage Learning.

Todd, S. M., Mikolon, T. M., & Perez, D. M. (2022). *Synchronous online counseling and supervision in the 21<sup>st</sup> century* (1<sup>st</sup> ed.). Cognella.

**Other Materials:** Suggested readings, movies, multimedia/internet resources, and additional handouts/readings provided by the instructor.

### **LICENSURE/CERTIFICATION STANDARDS:**

**Arkansas LAC/LPC Knowledge Domains:** This course meets, at least in part, the Council for the Accreditation of Counseling and Related Educational Programs (CACREP) Standards...

A.1.-8.

A.10.-11.

G.10.

E.1.-21.

G.13.-17.

**Certified Rehabilitation Counselor Knowledge Domains:** This course meets, at least in part, the Commission on Rehabilitation Counselor Certification (CRCC) Standards...

1.A.a.-f.

1.A.j.

1.A.l.

1.B.-E.



2.A.-B.  
2.D.a.-j.  
2.F.  
2.I.  
2.N.  
2.Q.

4.A.-D.  
5.C.a.-s.  
5.D.-E.  
A.1.-8.  
A.10.-11.  
E.1.-21.

G.10.  
G.13.-17.

### ASSIGNMENTS & POINTS

Opportunity	Points/ea	Total Points	% of Grade
Baseline Counseling Lab and Paper	100 points	100 points	16.7%
Midterm Counseling Lab and Reflection Paper	150 points	150 points	25%
Counseling Labs (2)	100 points	200 points	33.3%
Final Counseling Lab and Reflection Paper	150 points	150 points	25%
<b>TOTAL</b>		<b>600 points</b>	<b>100%</b>

**NOTE: YOU MUST COMPLETE ALL ASSIGNMENTS IN ORDER TO PASS THIS CLASS**

### GRADING SCALE

You are responsible for monitoring your grade. It is recommended that you keep a running total of the points you have earned throughout the semester. This will tell you where you stand at any given time.

90%-100%	or	540-600 points	=	<b>4.0</b>
80%-89%	or	480-539.99 points	=	<b>3.0</b>
70%-79%	or	420-479.99 points	=	<b>2.0</b>
60%-69%	or	360-419.99 points	=	<b>1.0</b>

**If you fall below 60% please contact the professor to discuss your academic status.**

### ACADEMIC HONESTY POLICY:

You are expected to work to the best of *your* ability. **Copying, plagiarizing, self-plagiarizing, and cheating will not be tolerated.** You must give appropriate credit to ideas borrowed from other sources. University policy states that, “**academic dishonesty may have serious consequences...Penalties for various levels of academic dishonesty vary from giving an ‘F’ on a particular quiz or exam, to giving an ‘F’ on a term paper or other written work, or giving the student an ‘F’ or ‘W’ for the course**”. Copying of Internet information regarding motion picture reviews or other online film critiques is a form of plagiarism. If you are unsure whether you may have plagiarized, **please see the Professor before** turning in your assignment to discuss your concerns. Please also refer to the following info graphic for a listing of different types of plagiarism:

[http://www.dontwasteyourtime.co.uk/wp-content/uploads/2012/05/2012-05-14\\_0854.png](http://www.dontwasteyourtime.co.uk/wp-content/uploads/2012/05/2012-05-14_0854.png)

<https://www.ithenticate.com/hs-fs/hub/92785/file-5414624-pdf/media/ith-selfplagiarism-whitepaper.pdf>

**NOTE: Students MUST use quotation marks around any statement that is not their own paraphrased work.**

To ensure academic honesty, promote accurate citing of references, and encourage the learning process, the **Professor has enabled the “Turnitin” function within Blackboard**. In doing so, all assignments will be scanned for unoriginal content utilizing this new technology. The Professor also allows for the student to view the Originality Score following their submission. Should the score be too high, it is recommended that the student re-submit the paper after making the appropriate corrections. The Professor retains the right, however, to make the final determination of originality and integrity, and will engage in discussion(s) with the student prior to said determination.

#### **ACADEMIC INTEGRITY:**

Students who violate the Code of Academic Integrity (cheating, plagiarism, etc.) face penalties ranging from being required to redo the assignment (i.e., properly cite sources in cases of plagiarism) to failure of the assignment and/or class. The sanction is dependent on the severity of the violation as well as the number of times a student has violated the policy in the class. Egregious or multiple violations may result in additional university level sanctions. Further information can be found at:

<https://www.atu.edu/academic-integrity>

#### **AFFIRMATIVE ACTION STATEMENT:**

Arkansas Tech University does not discriminate on the basis of color, sex, sexual orientation, gender identity, race, age, national origin, religion, veteran status, genetic information, or disability in any of our practices, policies, or procedures. If you have experienced any form of discrimination or harassment, including sexual misconduct (e.g. sexual assault, sexual harassment, stalking, domestic or dating violence), we encourage you to report this to the institution. If you report such an incident of misconduct to a faculty or staff member, they are required by law to notify Arkansas Tech University's Title IX Coordinator and share the basic fact of your experience. The Title IX Coordinator will then be available to assist you in understanding all of your options and in connecting you with all possible resources on and off campus. For more information, please visit: <http://www.atu.edu/titleix/index.php>.

#### **ELECTRONIC MAIL & BLACKBOARD INFORMATION:**

Course documents (i.e. course syllabus) and other resource information are posted on the Blackboard system (<http://bblearn.atu.edu/>). You are able to access this information 24/7 from locations outside of the regular classroom. **You are responsible for checking Blackboard and your ATU email routinely to obtain class updates, schedule changes, and assignments.** Please be sure to set your Blackboard account so that all emails are automatically forwarded to your ATU ID or other Internet addresses you use.

**BLACKBOARD HELP DESK INFORMATION:**

If you are experiencing problems with the Blackboard system, please contact the ATU eTech Help Desk at (479) 968-0646 or (866) 400-8022. Technicians are available to answer your questions 24/7, excluding holidays.

**STUDENT ACCOMMODATIONS:**

“Arkansas Tech University is committed to providing equal opportunities for higher education to academically qualified individuals with disabilities. Students with disabilities attending Tech will be integrated as completely as possible into the University community”. Students requiring accommodations are encouraged to register with ATU’s Disability Services office. The office is located at Suite 141 in Doc Bryan and can be reached at (479) 968-0302; TTY Services - (479) 964-3290.

**Reasonable Accommodations:** If you need special accommodations as addressed by the American with Disabilities Act (ADA), please provide the Professor with the appropriate documentation from Disability Services and reasonable effort will be made to accommodate your needs. Students with disabilities are encouraged to contact Disability Services to discuss and establish reasonable accommodation. For an appointment with a counselor, please call (479)968-0302; TTY Services - (479) 964-3290. For more information about Disability Services, please check out their website at <http://www.atu.edu/disabilities/index.php>.

**IN CASE OF EMERGENCIES:**

Please refer to the Professor for directions on what action(s) to take, keep calm and abide by all University directed commands. More specific information can be accessed at <http://www.atu.edu/emergency/index.php>. A copy of the Emergency Operations Plan can be found at <http://www.atu.edu/psafe/docs/ATUEPlan.pdf>.

**STUDENT NEEDS STATEMENT:**

Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to notify the instructor if they are comfortable in doing so. Community resources are available for students and can be found at the following webpage: <https://www.atu.edu/localresources/>

If a student finds they need more support, they are encouraged to contact the Office of the Vice President for Student Services (479-968-0238).

**ATTENDANCE AND CLASS PARTICIPATION:**

It is vital to a student’s success that they attend class. If a student is ill or has other reason(s) to miss class, it is important that they email their professor ahead of the scheduled class informing them of such. It remains at the discretion of the professor of record and/or the graduate program coordinator to determine if and how missed in class attendance/assignments will be made up. Unexcused absences may result in the student being unable to make up missed work, potentially resulting in deleterious effects to one’s standing in the course.

Students are encouraged to be active participants in each class as the experiential nature of counseling courses enriches one's learning experience. Active participation in graduate classes consists of participating in discussions with faculty and/or fellow students, or communicating that one is engaged by utilizing active listening skills and nonverbal indicators.

## COURSE SCHEDULE

WEEK	CHAPTER(S)	CONTENT	ASSIGNMENT(S)
1		Introduction/Overview of Syllabus Partner Assignment Review Baseline Interview Baseline Interview Lecture	Blackboard Attendance Module
2	1 & 2	Foundations of Counseling and Psychotherapy Client Resiliency Builders: Essential Factors for Effective Practice	
3	3 & 1 (TMH)	Basic Listening Skills: Attending, Empathy, and Observing Client Verbal and Nonverbal Behavior Concepts, Principles, and Benefits of Telemental Health	Baseline Counseling Lab (Lab #1; Group A)
4	4 & 2 (TMH)	Questions: Opening Communication Overview of Telemental Health Technologies	Baseline Counseling Lab (Lab #1; Group B)
5	5 & 3 (TMH)	Encouraging, Paraphrasing, and Summarizing: Active Listening and Cognition Ethical, Legal, and Other Risk Management Considerations	Counseling Practice for Lab #2
6	6 & 4 (TMH)	Observing and Reflecting Feelings: The Heart of Empathic Understanding Establishing a Telemental Health Practice	Counseling Lab #2 (Group A)
7	7 & 5 (TMH)	How to Conduct a Five-Stage Counseling Session Using Only Listening Skills Safety Planning and Emergency Management	Counseling Lab #2 (Group B)
8	8 & 6 (TMH)	Focusing the Session: Exploring the Story from Multiple Perspectives	Counseling Practice for Midterm

		Providing Direct Clinical Care	
<b>9</b>	9 & 7 (TMH)	Empathic Confrontations: Supporting While Addressing Client Conflict Conducting a Psychological Assessment During Telemental Health	Counseling Practice for Midterm
<b>10</b>	10 & 8 (TMH)	Reflection of Meaning and Interpretation/Reframing: Restorying Client Lives Through Meaning-Making Telesupervision and Training in Telepractice	Midterm Counseling Video and Reflection Paper
<b>11</b>	11 & 9 (TMH)	Influencing Client Actions and Decisions: Empathic Self-Disclosure, Feedback, Directives, Psychoeducation, Logical Consequences, and Decisional Counseling Ethical Telepractice with Diverse Populations	Counseling Practice for Lab #4
<b>12</b>	12 & 10 (TMH)	Skill Integration Through Examining Your Own Sessions, Treatment Plans, and Case Management Conclusion	Counseling Lab #4 (Group A)
<b>13</b>	13	Crisis Counseling and Assessing Suicide Potential	Counseling Lab #4 (Group B)
<b>14</b>	14	Determining Personal Style in a World of Multiple Theories	Counseling Practice for Final Counseling Video
<b>15</b>		Discussion about Final Counseling Video and Reflection Paper	Counseling Practice for Final Counseling Video

**FINAL COUNSELING SESSION VIDEO AND REFLECTION PAPER DUE:** \_\_\_\_\_



# ARKANSAS TECH UNIVERSITY

## REQUEST FOR COURSE ADDITION

Department Initiating Proposal	Date
Department of Kinesiology & Rehabilitation Science	

Title	Signature	Date
Department Head Dr. Rockie Pederson	<i>Rockie Pederson</i>	07/17/2023
Dean Dr. Tim Carter	<i>Tim Carter</i>	7/17/23
Assessment Dr. Christine Austin	<i>Christine Austin</i>	7.18.23
Registrar Ms. Tammy Weaver	<i>Tammy Weaver</i>	7/28/23
Graduate Dean (Graduate Proposals Only) Dr. Sarah Gordon		
Vice President for Academic Affairs Dr. Julie Furst-Bowe		

Committee	Approval Date
General Education Committee (Undergraduate Proposals Only)	
Teacher Education Committee (Graduate or Undergraduate Proposals)	
Curriculum Committee (Undergraduate Proposals Only)	
Faculty Senate (Undergraduate Proposals Only)	
Graduate Council (Graduate Proposals Only)	

Course Subject: (e.g., ACCT, ENGL) <b>CNSL</b>	Course Number: (e.g., 1003) <b>6223</b>	Effective Term: <input type="radio"/> Spring <input checked="" type="radio"/> Summer I
Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below)		
<b>FAMILY AND RELATIONSHIP COUNSELING: THEORIES AND TECHNIQUES</b>		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript)		
<b>FAM/RELAT COUNS THEORY/TECHN</b>		



Will this course be cross-listed with another existing course? If so, list course subject and number.  Yes  No \_\_\_\_\_

Will this course be cross-listed with a course currently not in the undergraduate or graduate catalog? If so, list course subject and number.  Yes  No \_\_\_\_\_

Is this course repeatable for additional earned hours?  Yes  No How many total hours? \_\_\_\_\_

Grading:  Standard Letter  P/F  Other \_\_\_\_\_

Mode of Instruction (check appropriate box):

01 Lecture  02 Lecture/Laboratory  03 Laboratory only

05 Practice Teaching  06 Internship/Practicum  07 Apprenticeship/Externship

08 Independent Study  09 Readings  10 Special Topics

12 Individual Lessons  13 Applied Instruction  16 Studio Course

17 Dissertation  18 Activity Course  19 Seminar  98 Other

Does this course require a fee?  Yes  No How Much? \_\_\_\_\_ Select Fee Type \_\_\_\_\_

If selected other list fee type: \_\_\_\_\_

Elective  Major  Minor

(If major or minor course, you must complete the Request for Program Change form to add course to program.)

If course is required by major/minor, how frequently will course be offered?  
 \_\_\_\_\_  
 SUMMER

Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.?

Will this course require a special classroom (computer lab, smart classroom, or laboratory)?

Answer the following Assessment questions:

a. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable.

1. **Arkansas LAC/LPC Knowledge Domains:** This course meets, at least in part, the Council for the Accreditation of Counseling and Related Educational Programs (CACREP)
  - i. C.1., C.6-7., C.9-10., C.12-13.
2. **Certified Rehabilitation Counselor Knowledge Domains:** This course meets, at least in part, the Commission on Rehabilitation Counselor Certification (CRCC) Standards
  - i. 2.A., 2.F., 2.K., 3.A., 3.B., 4.A., 4.B., 4.D., 5.A.b-c., 5.C.a., 5.C.k-s., 5.D., 9.A-C.

b. If this course is required for the major or minor, complete the following.

1. Provide the program level learning outcome(s) it addresses.

- i. Standard 3: Successful graduates are successful in their various roles as clinical professionals. They serve as informed advocates for those with rehabilitation and/or mental health needs, and for providing consultative services to community organizations. They engage with families and community members to form collaborative relationships.
    - ii. Standard 5: Successful graduates are knowledgeable of the various ways in which disabling conditions may manifest, the effect(s) of those conditions on the individual with the disability as well as their family and friends, and the impact the conditions may have on one or many of the major life areas (e.g., employment, relationships, spirituality). They serve as informed advocates for these clients, their support systems, and for responsive clinical practices.
  - 2. Provide tool or measure directly linked to each program learning outcome. (How will student learning in this outcome be measured?)
    - i. Standard 3:
      - 1. Case Study and Advisory Plan
      - 2. Treatment Plan Development
      - 3. Consultation Plan Development
    - ii. Standard 5:
      - 1. Research & Analysis Synthesis Paper
      - 2. Clinical Case Studies
      - 3. Formative & Summative Assessments
      - 4. Experiential Assessments
      - 5. Research Project and Thesis
- c. What is the rationale for adding this course? What evidence demonstrates this need?
  - 1. According to the requirements outlined by the Arkansas State Board of Examiners (ARBOE; 2020), the Commission on Rehabilitation Counselor Certification (CRCC; 2022), and the Council for Accreditation of Counseling and Related Educational Programs (CACREP; 2024), the following course is necessary to qualify the successful student to sit for the Certified Rehabilitation Counselor (CRC) exam or National Counselor Examination (NCE). Furthermore, the program will be seeking accreditation by CACREP in the next three (3) to five (5) years and is building the program to reflect these academic standards and knowledge domains.
    - i. Arkansas State Board of Examiners [ARBOE]. (2020). *LAC-LPC core curriculum summary*. <https://abec.statesolutions.us/wp-content/uploads/2023/02/LAC-LPC-Core-Curriculum-Summary.pdf>
    - ii. Commission on Rehabilitation Counselor Certification [CRCC]. (2022). *CRC knowledge domains, competencies and tasks*. <https://crccertification.com/wp-content/uploads/2022/05/2022-CRCC-Exam-Blueprint-shows-NEW-1.pdf>
    - iii. Council for Accreditation of Counseling and Related Educational Programs [CACREP]. (2024). *CACREP standards*. <https://www.cacrep.org/wp-content/uploads/2023/06/2024-Standards-Combined-Version-6.27.23.pdf>

For the proposed course, attach a syllabus in Word format that includes: **(Items a. through d. should be entered as they should appear in the catalog)**

- a. Course subject
- b. Course number
- c. Catalog course title
- d. Catalog description
  1. Arkansas Course Transfer System (ACTS) course number, if applicable
  2. Cross-listing
  3. Offered (e.g., Fall only, Spring only. Do not enter if offer course fall and spring)
  4. Prerequisites
  5. Co-requisites
  6. Description
  7. Notes (e.g., information not in description such as course may be repeated for credit)
  8. Contact Hours if different than lecture (e.g., Lecture three hours, laboratory three hours)
  9. Fees (e.g., \$36 art fee)
- e. Section for Name of instructor, office hours, contact information (telephone, email)
- f. Text required for course
- g. Bibliography (supplemental reading list)
- h. Justification/rationale for the course
- i. Course objectives
- j. Description of how course meets general education objectives (courses included in the general education component should show how the course meets one or more of the objectives contained in General Education Objectives listed in undergraduate catalog)
- k. Assessment methods (include grading policy with specific equivalents for A, B, C)
- l. Policy on absences, cheating, plagiarism, etc.
- m. Course content (outline of material to be covered in course).

If this course will affect other departments, a Departmental Support Form for each affected department must be attached. The form is located on the Curriculum forms web page at [http://www.atu.edu/registrar/curriculum\\_forms.php](http://www.atu.edu/registrar/curriculum_forms.php).

## **CNSL 6223: Family and Relationship Counseling: Theories and Techniques**

**Offered:** Summer Semesters

### **Catalog Description:**

Prerequisite: COUN 6213. A course to gain an understanding of the historical development of family systems theory and the major contributors of the theory and practice of family therapy, to demonstrate a working knowledge of the major theoretical concepts that are foundational to the field of family therapy. An examination of systems framework and the influence of family forms on family functioning. Note: A grade of C or better is required for Counseling majors.

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**Instructor:** \_\_\_\_\_  
**Class Location:** \_\_\_\_\_  
**Course Day & Time:** \_\_\_\_\_  
**Office Hours:** \_\_\_\_\_

**E-Mail:** \_\_\_\_\_  
**Office Location:** \_\_\_\_\_  
**Phone:** \_\_\_\_\_

---

### **COURSE DESCRIPTION:**

A course to gain an understanding of the historical development of family systems theory and the major contributors of the theory and practice of family therapy, to demonstrate a working knowledge of the major theoretical concepts that are foundational to the field of family therapy. An examination of systems framework and the influence of family forms on family functioning. Note: A grade of C or better is required for Counseling majors.

### **COURSE OBJECTIVES:**

Upon successful completion of the course, students will...

1. Be knowledgeable in the influence of mental and physical health conditions on coping, resilience, and overall wellness for individuals and families across the lifespan.
2. Apply clinical problem-solving and critical-thinking skills related to working with families and couples.
3. Understand family counseling theories.
4. Incorporate family counseling practices and interventions.
5. Be competent in conducting an assessment of client risk and development of a safety plan.
6. Use principles of crisis intervention for people with disabilities during crises, disasters, and other trauma-causing events.
7. Assess the impact of disability on the family or support system.
8. Possess knowledge of federal, state, and local resources for families and couples in counseling.

### **MATERIALS AND RESOURCES**

**Required Text:** Murdock, N. L. (2022). *Couple and family therapy: A case approach* (1<sup>st</sup> ed.) Pearson.

**Other Materials:** Suggested readings, movies, multimedia/internet resources, and additional handouts/readings provided by the instructor.

**LICENSURE/CERTIFICATION STANDARDS:**

**Arkansas LAC/LPC Knowledge Domains:** This course meets, at least in part, the Council for the Accreditation of Counseling and Related Educational Programs (CACREP) Standards

C.1.

C.6.-7.

C.9.-10.

C.12.-13.

**Certified Rehabilitation Counselor Knowledge Domains:** This course meets, at least in part, the Commission on Rehabilitation Counselor Certification (CRCC) Standards...

2.A.

2.F.

2.K.

3.A.

3.B.

4.A.

4.B.

4.D.

5.A.b.-c.

5.C.a.

5.C.k.-s.

5.D.

9.A.-C.

### ASSIGNMENTS & POINTS

Assignment	Points/each	Total Points	% of Grade
Theoretical Comparison (4)	80	320	39.0%
Quizzes (4)	50	200	24.4%
In-Class Activities (6)	40	240	29.3%
Final Exam	60	60	7.3%
<b>Total</b>		<b>820</b>	<b>100%</b>

**NOTE: YOU MUST COMPLETE ALL ASSIGNMENTS IN ORDER TO PASS THIS CLASS**

### GRADING SCALE

You are responsible for monitoring your grade. It is recommended that you keep a running total of the points you have earned throughout the semester. This will tell you where you stand at any given time.

90% - 100 %	or	738-820 points	=	4.0
80% - 89 %	or	656-737.99 points	=	3.0
70 % - 79 %	or	574-655.99 points	=	2.0
60 % - 69 %	or	492-573.99 points	=	1.0

**If you fall below 60% please contact the professor to discuss your academic status.**

### ACADEMIC HONESTY POLICY:

You are expected to work to the best of *your* ability. **Copying, plagiarizing, self-plagiarizing, and cheating will not be tolerated.** You must give appropriate credit to ideas borrowed from other sources. University policy states that, “**academic dishonesty may have serious consequences...Penalties for various levels of academic dishonesty vary from giving an ‘F’ on a particular quiz or exam, to giving an ‘F’ on a term paper or other written work, or giving the student an ‘F’ or ‘W’ for the course**”. Copying of Internet information regarding motion picture reviews or other online film critiques is a form of plagiarism. If you are unsure whether you may have plagiarized, please see the Professor before turning in your assignment to discuss your concerns. Please also refer to the following info graphic for a listing of different types of plagiarism:

[http://www.dontwasteyourtime.co.uk/wp-content/uploads/2012/05/2012-05-14\\_0854.png](http://www.dontwasteyourtime.co.uk/wp-content/uploads/2012/05/2012-05-14_0854.png)

<https://www.ithenticate.com/hs-fs/hub/92785/file-5414624-pdf/media/ith-selfplagiarism-whitepaper.pdf>

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## COURSE SCHEDULE

WEEK	CHAPTER(S)	CONTENT	ASSIGNMENT(S)
1	1	Introduction	Blackboard Attendance Module
2	2	Strategic Family Therapy	
3	3	Structural Family Therapy	
4	3	Structural Family Therapy	Quiz 1
5	4	Experiential Family Therapy	Theoretical Comparison 1
6	4	Experiential Family Therapy	
7	5	Bowen Family Systems Theory	Quiz 2
8	5	Bowen Family Systems Theory	
9	6	Cognitive Behavior Therapy	Theoretical Comparison 2
10	7	Solution-Focused Therapy	Quiz 3
11	8	Narrative Therapy	
12	9	Emotion-Focused Therapy	Theoretical Comparison 3
13	9	Emotion-Focused Therapy	Quiz 4
14	10	The Gottman Approach	
15	11	Conclusion	Theoretical Comparison 4

**FINAL EXAM SCHEDULED FOR: \_\_\_\_\_**



# ARKANSAS TECH UNIVERSITY

## REQUEST FOR COURSE ADDITION

Department Initiating Proposal	Date
Department of Kinesiology & Rehabilitation Science	

Title	Signature	Date
Department Head Dr. Rockie Pederson	<i>Rockie Pederson</i>	07/17/2023
Dean Dr. Tim Carter	<i>Tim Carter</i>	7/17/23
Assessment Dr. Christine Austin	<i>Christine Austin</i>	7.18.23
Registrar Ms. Tammy Weaver	<i>Tammy Weaver</i>	7/28/23
Graduate Dean (Graduate Proposals Only) Dr. Sarah Gordon		
Vice President for Academic Affairs Dr. Julie Furst-Bowe		

Committee	Approval Date
General Education Committee (Undergraduate Proposals Only)	
Teacher Education Committee (Graduate or Undergraduate Proposals)	
Curriculum Committee (Undergraduate Proposals Only)	
Faculty Senate (Undergraduate Proposals Only)	
Graduate Council (Graduate Proposals Only)	

Course Subject: (e.g., ACCT, ENGL) <b>CNSL</b>	Course Number: (e.g., 1003) <b>6233</b>	Effective Term: <input type="radio"/> Spring <input checked="" type="radio"/> Summer I
Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below) <b>THEORIES AND TECHNIQUES OF GROUP COUNSELING</b>		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript) <b>THEORY/TECHN OF GROUP COUNSEL</b>		

Will this course be cross-listed with another existing course? If so, list course subject and number.  Yes  No \_\_\_\_\_

Will this course be cross-listed with a course currently not in the undergraduate or graduate catalog? If so, list course subject and number.  Yes  No \_\_\_\_\_

Is this course repeatable for additional earned hours?  Yes  No How many total hours? \_\_\_\_\_

Grading:  Standard Letter  P/F  Other \_\_\_\_\_

Mode of Instruction (check appropriate box):

<input checked="" type="radio"/> 01 Lecture	<input type="radio"/> 02 Lecture/Laboratory	<input type="radio"/> 03 Laboratory only
<input type="radio"/> 05 Practice Teaching	<input type="radio"/> 06 Internship/Practicum	<input type="radio"/> 07 Apprenticeship/Externship
<input type="radio"/> 08 Independent Study	<input type="radio"/> 09 Readings	<input type="radio"/> 10 Special Topics
<input type="radio"/> 12 Individual Lessons	<input type="radio"/> 13 Applied Instruction	<input type="radio"/> 16 Studio Course
<input type="radio"/> 17 Dissertation	<input type="radio"/> 18 Activity Course	<input type="radio"/> 19 Seminar <input type="radio"/> 98 Other

Does this course require a fee?  Yes  No How Much? \_\_\_\_\_ Select Fee Type \_\_\_\_\_

If selected other list fee type: \_\_\_\_\_

Elective  Major  Minor

(If major or minor course, you must complete the Request for Program Change form to add course to program.)

If course is required by major/minor, how frequently will course be offered? \_\_\_\_\_

FALL

Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.?

Will this course require a special classroom (computer lab, smart classroom, or laboratory)?

Answer the following Assessment questions:

- a. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable.
  1. **Arkansas LAC/LPC Knowledge Domains:** This course meets, at least in part, the Council for the Accreditation of Counseling and Related Educational Programs (CACREP) Standards
    - i. A.3., F.1.-10.
  2. **Certified Rehabilitation Counselor Knowledge Domains:** This course meets, at least in part, the Commission on Rehabilitation Counselor Certification (CRCC) Standards
    - i. 1.B.d.-i., 1.A.a.-d., 1.A.j., 1.A.l., 1.C.-E., 1.G., 2.A.-B., 2.D.b.-e., 2.D.g.-h., 2.D.j., 2.E.-I., 2.L.-O., 2.Q., 3.C.-D., 4.A., 4.C., 4.E., 5.C.a.-s., 5.E., 6.A.k.-n., 6.A.p.-s., 6.B.a.-c., 7.A.-C., 9.A.-G., 11.A.-B., 11.D., 12.E.

- b. If this course is required for the major or minor, complete the following.
- i. Standard 2: Successful graduates are able to comprehend and synthesize the major concepts, principles, theories, and research related to clinical practice and apply this knowledge. They demonstrate the ability to build rapport, explore complex topics and situations, uphold professional ethical and legal standards, develop research-informed treatment plans, refer or perform necessary assessments as part of treatment, and keep accurate and timely records for each client they work with. They successfully model practices that affirm the diversity of all clientele.
2. Provide tool or measure directly linked to each program learning outcome. (How will student learning in this outcome be measured?)
- i. Video/Live Counseling & Reflection Exercises
  - ii. Clinical Case Studies
  - iii. Case Management Portfolio
  - iv. Reflection Journals
  - v. Quizzes & Exams
  - vi. Formative & Summative Assessments
  - vii. Experiential Assessments
  - viii. Treatment Plan Development
- c. What is the rationale for adding this course? What evidence demonstrates this need?
1. According to the requirements outlined by the Arkansas State Board of Examiners (ARBOE; 2020), the Commission on Rehabilitation Counselor Certification (CRCC; 2022), and the Council for Accreditation of Counseling and Related Educational Programs (CACREP; 2024), the following course is necessary to qualify the successful student to sit for the Certified Rehabilitation Counselor (CRC) exam or National Counselor Examination (NCE). Furthermore, the program will be seeking accreditation by CACREP in the next three (3) to five (5) years and is building the program to reflect these academic standards and knowledge domains.
    - i. Arkansas State Board of Examiners [ARBOE]. (2020). *LAC-LPC core curriculum summary*. <https://abec.statesolutions.us/wp-content/uploads/2023/02/LAC-LPC-Core-Curriculum-Summary.pdf>
    - ii. Commission on Rehabilitation Counselor Certification [CRCC]. (2022). *CRC knowledge domains, competencies and tasks*. [https://crccertification.com/wp-content/uploads/2022/05/2022-CRCC-Exam-Blueprint\\_shows-NEW-1.pdf](https://crccertification.com/wp-content/uploads/2022/05/2022-CRCC-Exam-Blueprint_shows-NEW-1.pdf)
    - iii. Council for Accreditation of Counseling and Related Educational Programs [CACREP]. (2024). *CACREP standards*. <https://www.cacrep.org/wp-content/uploads/2023/06/2024-Standards-Combined-Version-6.27.23.pdf>

For the proposed course, attach a syllabus in Word format that includes: **(Items a. through d. should be entered as they should appear in the catalog)**

- a. Course subject
- b. Course number
- c. Catalog course title
- d. Catalog description
  1. Arkansas Course Transfer System (ACTS) course number, if applicable
  2. Cross-listing
  3. Offered (e.g., Fall only, Spring only. Do not enter if offer course fall and spring)
  4. Prerequisites
  5. Co-requisites
  6. Description
  7. Notes (e.g., information not in description such as course may be repeated for credit)
  8. Contact Hours if different than lecture (e.g., Lecture three hours, laboratory three hours)
  9. Fees (e.g., \$36 art fee)
- e. Section for Name of instructor, office hours, contact information (telephone, email)
- f. Text required for course
- g. Bibliography (supplemental reading list)
- h. Justification/rationale for the course
- i. Course objectives
- j. Description of how course meets general education objectives (courses included in the general education component should show how the course meets one or more of the objectives contained in General Education Objectives listed in undergraduate catalog)
- k. Assessment methods (include grading policy with specific equivalents for A, B, C)
- l. Policy on absences, cheating, plagiarism, etc.
- m. Course content (outline of material to be covered in course).

If this course will affect other departments, a Departmental Support Form for each affected department must be attached. The form is located on the Curriculum forms web page at [http://www.atu.edu/registrar/curriculum\\_forms.php](http://www.atu.edu/registrar/curriculum_forms.php).

## **CNSL 6233: Theories and Techniques for Group Counseling**

**Offered:** Every other Fall semester

### **Catalog Description:**

Prerequisites: COUN 6213, CNSL 6123, and CNSL 6204. Studies that provide both theoretical and experiential understandings of group purpose, development, dynamics, counseling theories, group counseling methods and skills, and other group approaches, including principles of group dynamics (e.g., group process components, developmental stage theories, group members' roles and behaviors, therapeutic factors of group work), group leadership styles and approaches, theories of group counseling, group counseling methods, approaches used for other types of group work, professional preparation standards for group leaders, and ethical and legal considerations. Note: A grade of C or better is required for Counseling majors.

---

**Instructor:** \_\_\_\_\_  
\_\_\_\_\_

**E-Mail:**

**Class Location:** \_\_\_\_\_  
\_\_\_\_\_

**Office Location:**

**Course Day & Time:** \_\_\_\_\_

**Phone:** \_\_\_\_\_

**Office Hours:** \_\_\_\_\_

---

### **COURSE DESCRIPTION:**

Studies that provide both theoretical and experiential understandings of group purpose, development, dynamics, counseling theories, group counseling methods and skills, and other group approaches, including principles of group dynamics (e.g., group process components, developmental stage theories, group members' roles and behaviors, therapeutic factors of group work), group leadership styles and approaches, theories of group counseling, group counseling methods, approaches used for other types of group work, professional preparation standards for group leaders, and ethical and legal considerations. Note: A grade of C or better is required for Counseling majors.

**COURSE OBJECTIVES:**

Upon successful completion of the course, students will...

1. Develop a functional knowledge of the purpose, development, dynamics, theory, methods, and skills surrounding group counseling.
2. Ascertain the principles of group dynamics (ex., group process components, developmental stage theories, group members' roles and behaviors).
3. Be knowledgeable regarding the therapeutic factors of group work.
4. Learn group leadership styles and approaches (i.e., characteristics of a good group leaders and leadership styles).
5. Establish a foundational grasp of group counseling theories and methods.
6. Be familiar with the variety of groups in which group work occurs (e.g., task groups, psychoeducational groups, therapy groups).
7. Engage in professional preparation for group leadership including ethical and legal aspects of group facilitation.

**MATERIALS AND RESOURCES**

**Required Text:** Corey, G. (2023). *Theory and Practice of Group Counseling (10<sup>th</sup> Ed)*. Cengage Learning.

**Other Materials:** Suggested readings, movies, multimedia/internet resources, and additional handouts/readings provided by the instructor.

**LICENSURE/CERTIFICATION STANDARDS:**

**Arkansas LAC/LPC Knowledge Domains:** This course meets, at least in part, the Council for the Accreditation of Counseling and Related Educational Programs (CACREP) Standards...

A.3.

F.1.-10.

**Certified Rehabilitation Counselor Knowledge Domains:** This course meets, at least in part, the Commission on Rehabilitation Counselor Certification (CRCC) Standards...

1.B.d.-i.

2.E.-I.

6.A.p.-s.

1.A.a.-d.

2.L.-O.

6.B.a.-c.

1.A.j.

2.Q.

7.A.-C.

1.A.l.

3.C.-D.

9.A.-G.

1.C.-E.

4.A.

11.A.-B.

1.G.

4.C.

11.D.

2.A.-B.

4.E.

12.E.

2.D.b.-e.

5.C.a.-s.

2.D.g.-h.

5.E.

2.D.j.

6.A.k.-n.

### ASSIGNMENTS & POINTS

Assignment	Points/each	Total Points	% of Grade
Leader of the Group	150	150	25%
Group Participation	150	150	25%
Group Work Poster Presentation	100	100	16.7%
Midterm Exam	100	100	16.7%
Final Exam	100	100	16.7%
<b>Total</b>		<b>600</b>	<b>100%</b>

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## COURSE SCHEDULE

WEEK	CHAPTER(S)	CONTENT	ASSIGNMENT(S)
1	1	Introduction Syllabus Review Introduction to Group Work	Blackboard Attendance Module
2	2	Group Leadership Example of a Psychoeducational Group (Professor Led)	
3	3	Ethical & Professional Issues in Group Counseling Example of a Therapy Group (Professor Led)	
4	4	Early Stages in the Development of a Group Practice Group Lead by Student Volunteers	
5	5	Later Stages in the Development of a Group	Group #1 Led by Co- Leaders
6	10	The Person-Centered Approach to Groups	Group #2 Led by Co- Leaders
7	12	Cognitive Behavioral Approaches to Groups	Group #3 Led by Co- Leaders
8	13	Rational Emotive Behavior Therapy in Groups	Midterm Exam
9	14	Choice Theory/Reality Therapy in Groups	Group #4 Led by Co- Leaders
10	15	Solution-Focused Brief Therapy and Motivational Interviewing in Groups	Group #5 Led by Co- Leaders
11	6	The Psychoanalytic Approach to Groups	Group #6 Led by Co- Leaders
12	7	Adlerian Group Counseling	Group #7 Led by Co- Leaders
13	16	Comparisons, Contrasts, and Integration Terminating a Group (Facilitated by Professor)	
14		Poster Presentations	Poster Presentation
15		Final Exam Review	

**FINAL EXAM SCHEDULED FOR:** \_\_\_\_\_



# ARKANSAS TECH UNIVERSITY

## REQUEST FOR COURSE ADDITION

Department Initiating Proposal	Date
Department of Kinesiology & Rehabilitation Science	

Title	Signature	Date
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Dean Dr. Tim Carter	<i>Tim Carter</i>	7/24/23
Assessment Dr. Christine Austin	<i>Christine Austin</i>	7.31.23
Registrar Ms. Tammy Weaver	<i>Tammy Weaver</i>	7/31/23
Graduate Dean (Graduate Proposals Only) Dr. Sarah Gordon		
Vice President for Academic Affairs Dr. Julie Furst-Bowe		

Committee	Approval Date
General Education Committee (Undergraduate Proposals Only)	
Teacher Education Committee (Graduate or Undergraduate Proposals)	
Curriculum Committee (Undergraduate Proposals Only)	
Faculty Senate (Undergraduate Proposals Only)	
Graduate Council (Graduate Proposals Only)	

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)	Effective Term:
CNSL	6431	<input type="radio"/> Spring <input checked="" type="radio"/> Summer I
Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below)		
<b>TECHNOLOGY IN COUNSELING AND THERAPY</b>		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript)		
<b>TECHNOLOGY IN COUNSELING</b>		

Will this course be cross-listed with another existing course? If so, list course subject and number.  Yes  No \_\_\_\_\_

Will this course be cross-listed with a course currently not in the undergraduate or graduate catalog?  Yes  No \_\_\_\_\_

If so, list course subject and number. \_\_\_\_\_

Is this course repeatable for additional earned hours?  Yes  No How many total hours? \_\_\_\_\_

Grading:  Standard Letter  P/F  Other \_\_\_\_\_

Mode of Instruction (check appropriate box):

<input checked="" type="radio"/> 01 Lecture	<input type="radio"/> 02 Lecture/Laboratory	<input type="radio"/> 03 Laboratory only
<input type="radio"/> 05 Practice Teaching	<input type="radio"/> 06 Internship/Practicum	<input type="radio"/> 07 Apprenticeship/Externship
<input type="radio"/> 08 Independent Study	<input type="radio"/> 09 Readings	<input type="radio"/> 10 Special Topics
<input type="radio"/> 12 Individual Lessons	<input type="radio"/> 13 Applied Instruction	<input type="radio"/> 16 Studio Course
<input type="radio"/> 17 Dissertation	<input type="radio"/> 18 Activity Course	<input type="radio"/> 19 Seminar <input type="radio"/> 98 Other

Does this course require a fee?  Yes  No How Much? \_\_\_\_\_ Select Fee Type \_\_\_\_\_

If selected other list fee type: \_\_\_\_\_

Elective  Major  Minor

(If major or minor course, you must complete the Request for Program Change form to add course to program.)

If course is required by major/minor, how frequently will course be offered? \_\_\_\_\_

FALL

Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.?

Will this course require a special classroom (computer lab, smart classroom, or laboratory)?

Answer the following Assessment questions:

- If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable.
  - Arkansas LAC/LPC Knowledge Domains:** This course meets, at least in part, the Council for the Accreditation of Counseling and Related Educational Programs (CACREP) Standards
    - A.3.-4., A.8., D.2.-3., D.5.-7, D.9.-11., E.2.-16., E.19.-21., F.6.-9., G.5.-6., H.2., H.9.-11.
  - Certified Rehabilitation Counselor Knowledge Domains:** This course meets, at least in part, the Commission on Rehabilitation Counselor Certification (CRCC) Standards
    - 1.A.b.-d., 1.A.g., 1.A.j.-l., 1.C.-D., 2.A.-B., 2.D., 2.F., 2.L., 2.N., 3.B., 3.D., 4.A.-D., 6.B.a.-c., 6.C.a.b., 6.D.a.-n., 6.F., 6.K., 10.a.-e., 10.B., 10.G.
- If this course is required for the major or minor, complete the following.

1. Provide the program level learning outcome(s) it addresses.
  - i. Standard 5: Successful graduates are knowledgeable of the various ways in which disabling conditions may manifest, the effect(s) of those conditions on the individual with the disability as well as their family and friends, and the impact the conditions may have on one or many of the major life areas (e.g., employment, relationships, spirituality). They serve as informed advocates for these clients, their support systems, and for responsive clinical practices.
2. Provide tool or measure directly linked to each program learning outcome. (How will student learning in this outcome be measured?)
  1. Clinical Case Studies
  2. Experiential Assessment
  3. Formative & Summative Assessments
- c. What is the rationale for adding this course? What evidence demonstrates this need?
  1. According to the requirements outlined by the Arkansas State Board of Examiners (ARBOE; 2020), the Commission on Rehabilitation Counselor Certification (CRCC; 2022), and the Council for Accreditation of Counseling and Related Educational Programs (CACREP; 2024), the following course is necessary to qualify the successful student to sit for the Certified Rehabilitation Counselor (CRC) exam or National Counselor Examination (NCE). Furthermore, the program will be seeking accreditation by CACREP in the next three (3) to five (5) years and is building the program to reflect these academic standards and knowledge domains.
    - i. Arkansas State Board of Examiners [ARBOE]. (2020). *LAC-LPC core curriculum summary*. <https://abec.statesolutions.us/wp-content/uploads/2023/02/LAC-LPC-Core-Curriculum-Summary.pdf>
    - ii. Commission on Rehabilitation Counselor Certification [CRCC]. (2022). *CRC knowledge domains, competencies and tasks*. [https://crccertification.com/wp-content/uploads/2022/05/2022-CRCC-Exam-Blueprint\\_shows-NEW-1.pdf](https://crccertification.com/wp-content/uploads/2022/05/2022-CRCC-Exam-Blueprint_shows-NEW-1.pdf)
    - iii. Council for Accreditation of Counseling and Related Educational Programs [CACREP]. (2024). *CACREP standards*. <https://www.cacrep.org/wp-content/uploads/2023/06/2024-Standards-Combined-Version-6.27.23.pdf>

For the proposed course, attach a syllabus in Word format that includes: **(Items a. through d. should be entered as they should appear in the catalog)**

- a. Course subject
- b. Course number
- c. Catalog course title
- d. Catalog description
  1. Arkansas Course Transfer System (ACTS) course number, if applicable
  2. Cross-listing
  3. Offered (e.g., Fall only, Spring only. Do not enter if offer course fall and spring)
  4. Prerequisites
  5. Co-requisites
  6. Description
  7. Notes (e.g., information not in description such as course may be repeated for credit)
  8. Contact Hours if different than lecture (e.g., Lecture three hours, laboratory three hours)
  9. Fees (e.g., \$36 art fee)
- e. Section for Name of instructor, office hours, contact information (telephone, email)
- f. Text required for course
- g. Bibliography (supplemental reading list)
- h. Justification/rationale for the course
- i. Course objectives
- j. Description of how course meets general education objectives (courses included in the general education component should show how the course meets one or more of the objectives contained in General Education Objectives listed in undergraduate catalog)
- k. Assessment methods (include grading policy with specific equivalents for A, B, C)
- l. Policy on absences, cheating, plagiarism, etc.
- m. Course content (outline of material to be covered in course).

If this course will affect other departments, a Departmental Support Form for each affected department must be attached. The form is located on the Curriculum forms web page at [http://www.atu.edu/registrar/curriculum\\_forms.php](http://www.atu.edu/registrar/curriculum_forms.php).



## **CNSL 6431: Technology in Counseling and Therapy**

**Offered:** Every other Spring semester

**Catalog Description:**

Prerequisite: CNSL 6203. A study of the process, application and implementation of technology assisted counseling/therapy that meets state academic requirements for the distance delivery of clinical services. Areas of study will include the integration of ethical and social responsibility, current standards of practice for distance delivery and appropriateness of services with diverse individuals, relationships, and families. Note: A grade of C or better is required for Counseling majors.

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**Instructor:** \_\_\_\_\_  
**Class Location:** \_\_\_\_\_  
**Course Day & Time:** \_\_\_\_\_  
**Office Hours:** \_\_\_\_\_

**E-Mail:** \_\_\_\_\_  
**Office Location:** \_\_\_\_\_  
**Phone:** \_\_\_\_\_

---

**COURSE DESCRIPTION:**

A study of the process, application and implementation of technology assisted counseling/therapy that meets state academic requirements for the distance delivery of clinical services. Areas of study will include the integration of ethical and social responsibility, current standards of practice for distance delivery and appropriateness of services with diverse individuals, relationships, and families. Note: A grade of C or better is required for Counseling majors.

**COURSE OBJECTIVES:**

Upon successful completion of the course, students will...

1. Have an awareness and appreciation of the ethical and legal requirements when facilitating telehealth.
2. Be knowledgeable of accommodations and considerations that should be taken when working with individuals from diverse backgrounds.
3. Be capable of discerning when and with whom distance delivery is appropriate for use.
4. Successfully integrate technology, related strategies and applications within the counseling and consultation relationship.
5. Be knowledgeable in ethical and social responsibilities when utilizing technology in counseling, in addition to with current standards of practice (e.g., CACREP, CRCC, state licensure boards).

**MATERIALS AND RESOURCES**

**Required Text:** Todd, S. M., Mikolon, T. M., & Perez, D. M. (2022). *Synchronous online counseling and supervision in the 21<sup>st</sup> century* (1<sup>st</sup> ed.). Cognella.

**Other Materials:** Suggested readings, movies, multimedia/internet resources, and additional handouts/readings provided by the instructor.

**LICENSURE/CERTIFICATION STANDARDS:**

**Arkansas LAC/LPC Knowledge Domains:** This course meets, at least in part, the Council for the Accreditation of Counseling and Related Educational Programs (CACREP) Standards

A.3.-4.	D.5.-7	E.19.-21.	H.2.
A.8.	D.9.-11.	F.6.-9.	H.9.-11.
D.2.-3.	E.2.-16.	G.5.-6.	

**Certified Rehabilitation Counselor Knowledge Domains:** This course meets, at least in part, the Commission on Rehabilitation Counselor Certification (CRCC) Standards...

1.A.b.-d.	2.D.	3.D.	6.F.
1.A.g.	2.F.	4.A.-D.	6.K.
1.A.j.-l.	2.L.	6.B.a.-c.	10.a.-e.
1.C.-D.	2.N.	6.C.a.b.	10.B.
2.A.-B.	3.B.	6.D.a.-n.	10.G.

### ASSIGNMENTS & POINTS

Assignment	Points/each	Total Points	% of Grade
Telehealth Labs (5)	50	250	48%
Case Studies (4)	25	100	19%
Final Telehealth and Distance Counseling Research Paper	175	175	33%
<b>Total</b>		<b>525</b>	<b>100%</b>

**NOTE: YOU MUST COMPLETE ALL ASSIGNMENTS IN ORDER TO PASS THIS CLASS**

### GRADING SCALE

You are responsible for monitoring your grade. It is recommended that you keep a running total of the points you have earned throughout the semester. This will tell you where you stand at any given time.

90% - 100 %	or	472.5-525 points	=	4.0
80% - 89 %	or	420-472.49 points	=	3.0
70 % - 79 %	or	367.5-419.99 points	=	2.0
60 % - 69 %	or	315-367.49 points	=	1.0

**If you fall below 60% please contact the professor to discuss your academic status.**

### ACADEMIC HONESTY POLICY:

You are expected to work to the best of *your* ability. **Copying, plagiarizing, self-plagiarizing, and cheating will not be tolerated.** You must give appropriate credit to ideas borrowed from other sources. University policy states that, **“academic dishonesty may have serious consequences...Penalties for various levels of academic dishonesty vary from giving an ‘F’ on a particular quiz or exam, to giving an ‘F’ on a term paper or other written work, or giving the student an ‘F’ or ‘W’ for the course”.** Copying of Internet information regarding motion picture reviews or other online film critiques is a form of plagiarism. If you are unsure whether you may have plagiarized, **please see the Professor before** turning in your assignment to discuss your concerns. Please also refer to the following info graphic for a listing of different types of plagiarism:

[http://www.dontwasteyourtime.co.uk/wp-content/uploads/2012/05/2012-05-14\\_0854.png](http://www.dontwasteyourtime.co.uk/wp-content/uploads/2012/05/2012-05-14_0854.png)

<https://www.ithenticate.com/hs-fs/hub/92785/file-5414624-pdf/media/ith-selfplagiarism-whitepaper.pdf>

**NOTE: Students MUST use quotation marks around any statement that is not their own paraphrased work.**

To ensure academic honesty, promote accurate citing of references, and encourage the learning process, the **Professor has enabled the “Turnitin” function within Blackboard.** In doing so, all assignments will be scanned for unoriginal content utilizing this new technology. The

Professor also allows for the student to view the Originality Score following their submission. Should the score be too high, it is recommended that the student re-submit the paper after making the appropriate corrections. The Professor retains the right, however, to make the final determination of originality and integrity, and will engage in discussion(s) with the student prior to said determination.

### **ACADEMIC INTEGRITY:**

Students who violate the Code of Academic Integrity (cheating, plagiarism, etc.) face penalties ranging from being required to redo the assignment (i.e., properly cite sources in cases of plagiarism) to failure of the assignment and/or class. The sanction is dependent on the severity of the violation as well as the number of times a student has violated the policy in the class. Egregious or multiple violations may result in additional university level sanctions. Further information can be found at: <https://www.atu.edu/academic-integrity>

### **AFFIRMATIVE ACTION STATEMENT:**

Arkansas Tech University does not discriminate on the basis of color, sex, sexual orientation, gender identity, race, age, national origin, religion, veteran status, genetic information, or disability in any of our practices, policies, or procedures. If you have experienced any form of discrimination or harassment, including sexual misconduct (e.g. sexual assault, sexual harassment, stalking, domestic or dating violence), we encourage you to report this to the institution. If you report such an incident of misconduct to a faculty or staff member, they are required by law to notify Arkansas Tech University's Title IX Coordinator and share the basic fact of your experience. The Title IX Coordinator will then be available to assist you in understanding all of your options and in connecting you with all possible resources on and off campus. For more information, please visit: <http://www.atu.edu/titleix/index.php>.

### **ELECTRONIC MAIL & BLACKBOARD INFORMATION:**

Course documents (i.e. course syllabus) and other resource information are posted on the Blackboard system (<http://bblearn.atu.edu/>). You are able to access this information 24/7 from locations outside of the regular classroom. **You are responsible for checking Blackboard and your ATU email routinely to obtain class updates, schedule changes, and assignments.** Please be sure to set your Blackboard account so that all emails are automatically forwarded to your ATU ID or other Internet addresses you use.

### **BLACKBOARD HELP DESK INFORMATION:**

If you are experiencing problems with the Blackboard system, please contact the ATU eTech Help Desk at (479) 968-0646 or (866) 400-8022. Technicians are available to answer your questions 24/7, excluding holidays.

### **STUDENT ACCOMMODATIONS:**

“Arkansas Tech University is committed to providing equal opportunities for higher education to academically qualified individuals with disabilities. Students with disabilities attending Tech will be integrated as completely as possible into the University community”. Students requiring accommodations are encouraged to register with ATU's Disability Services office. The office is

located at Suite 141 in Doc Bryan and can be reached at (479) 968-0302; TTY Services - (479) 964-3290.

**Reasonable Accommodations:** If you need special accommodations as addressed by the American with Disabilities Act (ADA), please provide the Professor with the appropriate documentation from Disability Services and reasonable effort will be made to accommodate your needs. Students with disabilities are encouraged to contact Disability Services to discuss and establish reasonable accommodation. For an appointment with a counselor, please call (479)968-0302; TTY Services - (479) 964-3290. For more information about Disability Services, please check out their website at <http://www.atu.edu/disabilities/index.php>.

### **IN CASE OF EMERGENCIES:**

Please refer to the Professor for directions on what action(s) to take, keep calm and abide by all University directed commands. More specific information can be accessed at <http://www.atu.edu/emergency/index.php>. A copy of the Emergency Operations Plan can be found at <http://www.atu.edu/psafe/docs/ATUEPlan.pdf>.

### **STUDENT NEEDS STATEMENT:**

Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to notify the instructor if they are comfortable in doing so. Community resources are available for students and can be found at the following webpage: <https://www.atu.edu/localresources/>

If a student finds they need more support, they are encouraged to contact the Office of the Vice President for Student Services (479-968-0238).

### **ATTENDANCE AND CLASS PARTICIPATION:**

It is vital to a student's success that they attend class. If a student is ill or has other reason(s) to miss class, it is important that they email their professor ahead of the scheduled class informing them of such. It remains at the discretion of the professor of record and/or the graduate program coordinator to determine if and how missed in class attendance/assignments will be made up. Unexcused absences may result in the student being unable to make up missed work, potentially resulting in deleterious effects to one's standing in the course.

Students are encouraged to be active participants in each class as the experiential nature of counseling courses enriches one's learning experience. Active participation in graduate classes consists of participating in discussions with faculty and/or fellow students, or communicating that one is engaged by utilizing active listening skills and nonverbal indicators.

## **COURSE SCHEDULE**

<b>WEEK</b>	<b>CHAPTER(S)</b>	<b>CONTENT</b>	<b>ASSIGNMENT(S)</b>
<b>1</b>	1	Introduction to Synchronous Counseling and Supervision	Blackboard Attendance Module
<b>2</b>	2	Fostering Connections and Supportive Relationships at a Distance	
<b>3</b>	3	Legal and Ethical Issues in Synchronous Counseling and Supervision	
<b>4</b>	4	Establishing an Online Practice in Today's World	Case Study #1
<b>5</b>	5	Theories and Treatment Considerations for Online Counseling	
<b>6</b>	6	Assessment and Diagnosis	
<b>7</b>	7	Clinical Skills for Synchronous Counseling	Case Study #2
<b>8</b>	8	Crisis Response from a Distance	Telehealth Lab #1
<b>9</b>	9	Counseling for Diverse and Vulnerable Populations	Telehealth Lab #2
<b>10</b>	10	Online Marriage, Couple, and Family Counseling	Case Study #3
<b>11</b>	11	Counseling for Students: K-College	Telehealth Lab #3
<b>12</b>	12	Group Work	Telehealth Lab #4
<b>13</b>	13	Foundations of Online Clinical Supervision	Telehealth Lab #5
<b>14</b>	14	Methods and Techniques of Effective Distance Supervision	Case Study #4
<b>15</b>	15	Gatekeeping	

**FINAL TELEHEALTH AND DISTANCE COUNSELING RESEARCH PAPER DUE:**

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# ARKANSAS TECH UNIVERSITY

## REQUEST FOR COURSE ADDITION

Department Initiating Proposal	Date
Department of Kinesiology & Rehabilitation Science	

Title	Signature	Date
Department Head Dr. Rockie Pederson	<i>Rockie Pederson</i>	07/17/2023
Dean Dr. Tim Carter	<i>Tim Carter</i>	7/17/23
Assessment Dr. Christine Austin	<i>Christine Austin</i>	7.18.23
Registrar Ms. Tammy Weaver	<i>Tammy Weaver</i>	7/25/23
Graduate Dean (Graduate Proposals Only) Dr. Sarah Gordon		
Vice President for Academic Affairs Dr. Julie Furst-Bowe		

Committee	Approval Date
General Education Committee (Undergraduate Proposals Only)	
Teacher Education Committee (Graduate or Undergraduate Proposals)	
Curriculum Committee (Undergraduate Proposals Only)	
Faculty Senate (Undergraduate Proposals Only)	
Graduate Council (Graduate Proposals Only)	

Course Subject: (e.g., ACCT, ENGL) <b>CNSL</b>	Course Number: (e.g., 1003) <b>6803</b>	Effective Term: <input type="radio"/> Spring <input checked="" type="radio"/> Summer I
Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below) <b>PSYCHOPHARMACOLOGY AND THE COUNSELING PROFESSION</b>		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript) <b>PSYCHOPHARM AND COUNSELING</b>		

Will this course be cross-listed with another existing course? If so, list course subject and number.  
 Yes  No \_\_\_\_\_

Will this course be cross-listed with a course currently not in the undergraduate or graduate catalog?  
 If so, list course subject and number.  Yes  No \_\_\_\_\_

Is this course repeatable for additional earned hours?  Yes  No How many total hours? \_\_\_\_\_

Grading:  Standard Letter  P/F  Other \_\_\_\_\_

Mode of Instruction (check appropriate box):

<input checked="" type="radio"/> 01 Lecture	<input type="radio"/> 02 Lecture/Laboratory	<input type="radio"/> 03 Laboratory only
<input type="radio"/> 05 Practice Teaching	<input type="radio"/> 06 Internship/Practicum	<input type="radio"/> 07 Apprenticeship/Externship
<input type="radio"/> 08 Independent Study	<input type="radio"/> 09 Readings	<input type="radio"/> 10 Special Topics
<input type="radio"/> 12 Individual Lessons	<input type="radio"/> 13 Applied Instruction	<input type="radio"/> 16 Studio Course
<input type="radio"/> 17 Dissertation	<input type="radio"/> 18 Activity Course	<input type="radio"/> 19 Seminar <input type="radio"/> 98 Other

Does this course require a fee?  Yes  No How Much? \_\_\_\_\_ Select Fee Type \_\_\_\_\_

If selected other list fee type: \_\_\_\_\_

Elective  Major  Minor

(If major or minor course, you must complete the Request for Program Change form to add course to program.)

If course is required by major/minor, how frequently will course be offered?  
 SUMMER

Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.?

Will this course require a special classroom (computer lab, smart classroom, or laboratory)?

Answer the following Assessment questions:

- a. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable.
  1. **Arkansas LAC/LPC Knowledge Domains:** This course meets, at least in part, the Council for the Accreditation of Counseling and Related Educational Programs (CACREP) Standards
    - i. E.18., G.10.-12., G.16.
  2. **Certified Rehabilitation Counselor Knowledge Domains:** This course meets, at least in part, the Commission on Rehabilitation Counselor Certification (CRCC) Standards
    - i. 2.E., 5.D
- b. If this course is required for the major or minor, complete the following.
  1. Provide the program level learning outcome(s) it addresses.





For the proposed course, attach a syllabus in Word format that includes: **(Items a. through d. should be entered as they should appear in the catalog)**

- a. Course subject
- b. Course number
- c. Catalog course title
- d. Catalog description
  1. Arkansas Course Transfer System (ACTS) course number, if applicable
  2. Cross-listing
  3. Offered (e.g., Fall only, Spring only. Do not enter if offer course fall and spring)
  4. Prerequisites
  5. Co-requisites
  6. Description
  7. Notes (e.g., information not in description such as course may be repeated for credit)
  8. Contact Hours if different than lecture (e.g., Lecture three hours, laboratory three hours)
  9. Fees (e.g., \$36 art fee)
- e. Section for Name of instructor, office hours, contact information (telephone, email)
- f. Text required for course
- g. Bibliography (supplemental reading list)
- h. Justification/rationale for the course
- i. Course objectives
- j. Description of how course meets general education objectives (courses included in the general education component should show how the course meets one or more of the objectives contained in General Education Objectives listed in undergraduate catalog)
- k. Assessment methods (include grading policy with specific equivalentents for A, B, C)
- l. Policy on absences, cheating, plagiarism, etc.
- m. Course content (outline of material to be covered in course).

If this course will affect other departments, a Departmental Support Form for each affected department must be attached. The form is located on the Curriculum forms web page at [http://www.atu.edu/registrar/curriculum\\_forms.php](http://www.atu.edu/registrar/curriculum_forms.php).

## **CNSL 6803: Psychopharmacology and the Counseling Profession**

**Offered:** Summer semesters

**Catalog Description:**

Study of theory, research, & practice issues pertaining to psychopharmacology for non-medical practitioners. An introduction to behavioral psychopharmacology. Considerable attention is given to general principals of pharmacology as applied to the nervous system. Instruction is focused on broad principles and the activity of classes of drugs. Note: A grade of C or better is required for Counseling majors.

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**Instructor:** \_\_\_\_\_  
**Class Location:** \_\_\_\_\_  
**Course Day & Time:** \_\_\_\_\_  
**Office Hours:** \_\_\_\_\_

**E-Mail:** \_\_\_\_\_  
**Office Location:** \_\_\_\_\_  
**Phone:** \_\_\_\_\_

---

**COURSE DESCRIPTION:**

Study of theory, research, & practice issues pertaining to psychopharmacology for non-medical practitioners. An introduction to behavioral psychopharmacology. Considerable attention is given to general principals of pharmacology as applied to the nervous system. Instruction is focused on broad principles and the activity of classes of drugs. Note: A grade of C or better is required for Counseling majors.

**COURSE OBJECTIVES:**

Upon successful completion of the course, students will...

1.

**MATERIALS AND RESOURCES**

**Required Text:** Boccone, P. J. (2024). *A counselor's guide to psychopharmacology and alternative treatments* (1<sup>st</sup> ed.). Cognella.  
Meyer, J. (2022). *Psychopharmacology* (4<sup>th</sup> ed.). Oxford Press.

**Other Materials:** Suggested readings, movies, multimedia/internet resources, and additional handouts/readings provided by the instructor.

**LICENSURE/CERTIFICATION STANDARDS:**

**Arkansas LAC/LPC Knowledge Domains:** This course meets, at least in part, the Council for the Accreditation of Counseling and Related Educational Programs (CACREP) Standards...

E.18.

G.10.-12.

G.16.

**Certified Rehabilitation Counselor Knowledge Domains:** This course meets, at least in part, the Commission on Rehabilitation Counselor Certification (CRCC) Standards...

2.E.

5.D.

### ASSIGNMENTS & POINTS

Assignment	Points/each	Total Points	% of Grade
Quizzes (4)	75	300	26.5%
Case Studies (6)	90	540	47.8%
In-Class Exercises (8)	25	200	17.7%
Final Exam	90	90	8%
<b>Total</b>		<b>1,130</b>	<b>100%</b>

**NOTE: YOU MUST COMPLETE ALL ASSIGNMENTS IN ORDER TO PASS THIS CLASS**

### GRADING SCALE

You are responsible for monitoring your grade. It is recommended that you keep a running total of the points you have earned throughout the semester. This will tell you where you stand at any given time.

90% - 100 %	or	1,017-1,130 points	=	4.0
80% - 89 %	or	904-1,016.99 points	=	3.0
70 % - 79 %	or	791-903.99 points	=	2.0
60 % - 69 %	or	678-790.99 points	=	1.0

**If you fall below 60% please contact the professor to discuss your academic status.**

### ACADEMIC HONESTY POLICY:

You are expected to work to the best of *your* ability. **Copying, plagiarizing, self-plagiarizing, and cheating will not be tolerated.** You must give appropriate credit to ideas borrowed from other sources. University policy states that, **“academic dishonesty may have serious consequences...Penalties for various levels of academic dishonesty vary from giving an ‘F’ on a particular quiz or exam, to giving an ‘F’ on a term paper or other written work, or giving the student an ‘F’ or ‘W’ for the course”.** Copying of Internet information regarding motion picture reviews or other online film critiques is a form of plagiarism. If you are unsure whether you may have plagiarized, **please see the Professor before** turning in your assignment to discuss your concerns. Please also refer to the following info graphic for a listing of different types of plagiarism:

[http://www.dontwasteyourtime.co.uk/wp-content/uploads/2012/05/2012-05-14\\_0854.png](http://www.dontwasteyourtime.co.uk/wp-content/uploads/2012/05/2012-05-14_0854.png)

<https://www.ithenticate.com/hs-fs/hub/92785/file-5414624-pdf/media/ith-selfplagiarism-whitepaper.pdf>

**NOTE: Students MUST use quotation marks around any statement that is not their own paraphrased work.**

To ensure academic honesty, promote accurate citing of references, and encourage the learning process, the **Professor has enabled the “Turnitin” function within Blackboard.** In doing so, all assignments will be scanned for unoriginal content utilizing this new technology. The Professor also allows for the student to view the Originality Score following their submission. Should the score be too high, it is recommended that the student re-submit the paper after making the appropriate corrections. The Professor retains the right, however, to make the final determination of originality and integrity, and will engage in discussion(s) with the student prior to said determination.

### **ACADEMIC INTEGRITY:**

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## COURSE SCHEDULE

WEEK	CHAPTER(S)	CONTENT	ASSIGNMENT(S)
1	1 (Boccone)	Psychopharmacology in Counseling	Blackboard Attendance Module
2	2 (Boccone) 2 (Meyer)	Neurobiology Structure and Function of the Nervous System	
3	3 (Boccone) 1 (Meyer)	Pharmacology Principles of Pharmacology	
4	5 (Meyer)	Catecholamines	Quiz 1
5	6 (Meyer)	Serotonin	
6	7 (Meyer)	Acetylcholine	Quiz 2
7	8 (Meyer)	Glutamate and GABA	
8	4 (Boccone) 18 (Meyer)	Antidepressant Medications Affective Disorders: Antidepressants and Mood Stabilizers	Quiz 3
9	5 (Boccone) 17 (Meyer)	Antianxiety Medications Disorders of Anxiety and Impulsivity and the Drugs Used to Treat These Disorders	Case Study 1
10	6 (Boccone)	Antipsychotic Medications	Quiz 4 Case Study 2
11	7 (Boccone)	Mood Stabilizers	Case Study 3
12	8 (Boccone)	Substance Abuse and Medication-Assisted Treatment	Case Study 4
13	9 (Boccone)	Alternatives to Pharmacotherapy	Case Study 5
14	20 (Meyer)	Neurodegenerative Diseases	Case Study 6
15	10 (Boccone)	Additional Considerations	

**FINAL EXAM SCHEDULED FOR: \_\_\_\_\_**





# ARKANSAS TECH UNIVERSITY

## REQUEST FOR COURSE ADDITION

Department Initiating Proposal	Date
Department of Kinesiology & Rehabilitation Science	

Title	Signature	Date
Department Head Dr. Rockie Pederson	<i>Rockie Pederson</i>	07/17/2023
Dean Dr. Tim Carter	<i>Tim Carter</i>	7/17/23
Assessment Dr. Christine Austin	<i>Christine Austin</i>	7.18.23
Registrar Ms. Tammy Weaver	<i>Tammy Weaver</i>	7/28/23
Graduate Dean (Graduate Proposals Only) Dr. Sarah Gordon		
Vice President for Academic Affairs Dr. Julie Furst-Bowe		

Committee	Approval Date
General Education Committee (Undergraduate Proposals Only)	
Teacher Education Committee (Graduate or Undergraduate Proposals)	
Curriculum Committee (Undergraduate Proposals Only)	
Faculty Senate (Undergraduate Proposals Only)	
Graduate Council (Graduate Proposals Only)	

Course Subject: (e.g., ACCT, ENGL) <b>CNSL</b>	Course Number: (e.g., 1003) <b>6823</b>	Effective Term: <input type="radio"/> Spring <input checked="" type="radio"/> Summer I
Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below) <b>ADVANCED CASE MANAGEMENT STRATEGIES FOR COUNSELING</b>		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript) <b>ADV. CASE MANAGEMENT STRATEGY</b>		

Will this course be cross-listed with another existing course? If so, list course subject and number.

Yes  No

Will this course be cross-listed with a course currently not in the undergraduate or graduate catalog?

If so, list course subject and number.  Yes  No

Is this course repeatable for additional earned hours?  Yes  No How many total hours?

Grading:  Standard Letter  P/F  Other

Mode of Instruction (check appropriate box):

- 01 Lecture  02 Lecture/Laboratory  03 Laboratory only  
 05 Practice Teaching  06 Internship/Practicum  07 Apprenticeship/Externship  
 08 Independent Study  09 Readings  10 Special Topics  
 12 Individual Lessons  13 Applied Instruction  16 Studio Course  
 17 Dissertation  18 Activity Course  19 Seminar  98 Other

Does this course require a fee?  Yes  No How Much? Select Fee Type

If selected other list fee type:

Elective  Major  Minor

(If major or minor course, you must complete the Request for Program Change form to add course to program.)

If course is required by major/minor, how frequently will course be offered?

FALL

Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.?

Will this course require a special classroom (computer lab, smart classroom, or laboratory)?

Answer the following Assessment questions:

- a. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable.
  1. **Arkansas LAC/LPC Knowledge Domains:** This course meets, at least in part, the Council for the Accreditation of Counseling and Related Educational Programs (CACREP) Standards
    - i. E.18., G.10-12., G.16.
  2. **Certified Rehabilitation Counselor Knowledge Domains:** This course meets, at least in part, the Commission on Rehabilitation Counselor Certification (CRCC) Standards
    - i. 2., 5.
- b. If this course is required for the major or minor, complete the following.
  1. Provide the program level learning outcome(s) it addresses.

- i. Standard 3: Successful graduates are successful in their various roles as clinical professionals. They serve as informed advocates for those with rehabilitation and/or mental health needs, and for providing consultative services to community organizations. They engage with families and community members to form collaborative relationships.
  2. Provide tool or measure directly linked to each program learning outcome. (How will student learning in this outcome be measured?)
    - i. Standard 3:
      1. Case Study and Advisory Plan
      2. Treatment Plan Development
      3. Consultation Plan Development
- c. What is the rationale for adding this course? What evidence demonstrates this need?
  1. According to the requirements outlined by the Arkansas State Board of Examiners (ARBOE; 2020), the Commission on Rehabilitation Counselor Certification (CRCC; 2022), and the Council for Accreditation of Counseling and Related Educational Programs (CACREP; 2024), the following course is necessary to qualify the successful student to sit for the Certified Rehabilitation Counselor (CRC) exam or National Counselor Examination (NCE). Furthermore, the program will be seeking accreditation by CACREP in the next three (3) to five (5) years and is building the program to reflect these academic standards and knowledge domains.
    - i. Arkansas State Board of Examiners [ARBOE]. (2020). *LAC-LPC core curriculum summary*. <https://abec.statesolutions.us/wp-content/uploads/2023/02/LAC-LPC-Core-Curriculum-Summary.pdf>
    - ii. Commission on Rehabilitation Counselor Certification [CRCC]. (2022). *CRC knowledge domains, competencies and tasks*. [https://crccertification.com/wp-content/uploads/2022/05/2022-CRCC-Exam-Blueprint\\_shows-NEW-1.pdf](https://crccertification.com/wp-content/uploads/2022/05/2022-CRCC-Exam-Blueprint_shows-NEW-1.pdf)
    - iii. Council for Accreditation of Counseling and Related Educational Programs [CACREP]. (2024). *CACREP standards*. <https://www.cacrep.org/wp-content/uploads/2023/06/2024-Standards-Combined-Version-6.27.23.pdf>

For the proposed course, attach a syllabus in Word format that includes: **(Items a. through d. should be entered as they should appear in the catalog)**

- a. Course subject
- b. Course number
- c. Catalog course title
- d. Catalog description
  - 1. Arkansas Course Transfer System (ACTS) course number, if applicable
  - 2. Cross-listing
  - 3. Offered (e.g., Fall only, Spring only. Do not enter if offer course fall and spring)
  - 4. Prerequisites
  - 5. Co-requisites
  - 6. Description
  - 7. Notes (e.g., information not in description such as course may be repeated for credit)
  - 8. Contact Hours if different than lecture (e.g., Lecture three hours, laboratory three hours)
  - 9. Fees (e.g., \$36 art fee)
- e. Section for Name of instructor, office hours, contact information (telephone, email)
- f. Text required for course
- g. Bibliography (supplemental reading list)
- h. Justification/rationale for the course
- i. Course objectives
- j. Description of how course meets general education objectives (courses included in the general education component should show how the course meets one or more of the objectives contained in General Education Objectives listed in undergraduate catalog)
- k. Assessment methods (include grading policy with specific equivalents for A, B, C)
- l. Policy on absences, cheating, plagiarism, etc.
- m. Course content (outline of material to be covered in course).

If this course will affect other departments, a Departmental Support Form for each affected department must be attached. The form is located on the Curriculum forms web page at [http://www.atu.edu/registrar/curriculum\\_forms.php](http://www.atu.edu/registrar/curriculum_forms.php).

## **CNSL 6823: Advanced Case Management Strategies for Counseling**

**Offered:** Every other Fall semester

**Catalog Description:**

Prerequisites: CNSL 5223, CNSL 5243, and CNSL 6204. An examination and application of the case management process from conceptualization to resolution including complete case recording and documentation, principles of caseload management, and techniques for working with individuals with limited English proficiency or varied communication methods. Studies will highlight principles, models, and documentation formats for biopsychosocial case conceptualization and treatment planning, in addition to negotiation, mediation, and conflict resolution strategies. Students will also understand and address institutional and social barriers that impeded access, equity, and success for clients. Note: A grade of C or better is required for Counseling majors.

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**Instructor:** \_\_\_\_\_  
**Class Location:** \_\_\_\_\_  
**Course Day & Time:** \_\_\_\_\_  
**Office Hours:** \_\_\_\_\_

**E-Mail:** \_\_\_\_\_  
**Office Location:** \_\_\_\_\_  
**Phone:** \_\_\_\_\_

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**COURSE DESCRIPTION:**

An examination and application of the case management process from conceptualization to resolution including complete case recording and documentation, principles of caseload management, and techniques for working with individuals with limited English proficiency or varied communication methods. Studies will highlight principles, models, and documentation formats for biopsychosocial case conceptualization and treatment planning, in addition to negotiation, mediation, and conflict resolution strategies. Students will also understand and address institutional and social barriers that impeded access, equity, and success for clients. Note: A grade of C or better is required for Counseling majors.

**COURSE OBJECTIVES:**

Upon successful completion of the course, students will...

1. Be knowledgeable in counselors' roles, responsibilities, and relationships as members of specialized practice and interprofessional teams, including (a) collaboration and consultation, (b) community outreach, and (c) emergency response management.
2. Effectively develop measurable outcomes for clients.
3. Refine their professional record-keeping and documentation skills.
4. Apply principles and strategies of caseload management and the referral process to promote independence, optimal wellness, empowerment, and engagement with community resources.
5. Establish culturally sustaining and developmentally responsive strategies for conducting, interpreting, and reporting the results of research and program evaluation.
6. Develop an awareness of the programs and services available for specific and underserved populations.

## MATERIALS AND RESOURCES

**Required Text:** Powell, S. K., & Tahan, H. M. (2018). *Case management: A practical guide for education and practice* (4<sup>th</sup> ed.). Lippincott Williams & Wilkins.

**Other Materials:** Suggested readings, movies, multimedia/internet resources, and additional handouts/readings provided by the instructor.

## LICENSURE/CERTIFICATION STANDARDS:

**Arkansas LAC/LPC Knowledge Domains:** This course meets, at least in part, the Council for the Accreditation of Counseling and Related Educational Programs (CACREP) Standards...

A.2.-5.	D.3.-4.	E.3.-4.	G.5.
A.8.	D.6.-7.	E.14.	G.7.-17.
A.10.	D.9.	E.16.-17.	H.8.-11.

**Certified Rehabilitation Counselor Knowledge Domains:** This course meets, at least in part, the Commission on Rehabilitation Counselor Certification (CRCC) Standards...

1.A.b.-f.	6.F.
1.A.k.-l.	6.H.
1.B.d.-i.	9.A.-J.
1.B.p.-r.	10.A.a.-e.
1.C.-G.	10.B.-G.
2.A	11.A.-F.
2.F	12.D.a.-c.
2.J.	12.E.
2.P.	
2.Q.	
4.A.	
4.C.-E.	
5.C.k.-s.	
6.A.k.-s.	

**ASSIGNMENTS & POINTS**

<b>Assignment</b>	<b>Points/each</b>	<b>Total Points</b>	<b>% of Grade</b>
Quizzes (4)	75	300	26.5%
Self-Analysis Exercise (2)	50	100	8.8%
Case Scenario	80	80	7.1%
Midterm Case Audit	250	250	22.2%
Final Case Audit	400	400	35.4%
<b>TOTAL</b>		<b>1,130</b>	<b>100%</b>

**NOTE: YOU MUST COMPLETE ALL ASSIGNMENTS IN ORDER TO PASS THIS CLASS**

## **GRADING SCALE**

You are responsible for monitoring your grade. It is recommended that you keep a running total of the points you have earned throughout the semester. This will tell you where you stand at any given time.

90% - 100 %	or	1,017-1,130 points	=	4.0
80% - 89 %	or	904-1,016.99 points	=	3.0
70 % - 79 %	or	791-903.99 points	=	2.0
60 % - 69 %	or	678-790.99 points	=	1.0

**If you fall below 60% please contact the professor to discuss your academic status.**

## **ACADEMIC HONESTY POLICY:**

You are expected to work to the best of *your* ability. **Copying, plagiarizing, self-plagiarizing, and cheating will not be tolerated.** You must give appropriate credit to ideas borrowed from other sources. University policy states that, **“academic dishonesty may have serious consequences...Penalties for various levels of academic dishonesty vary from giving an ‘F’ on a particular quiz or exam, to giving an ‘F’ on a term paper or other written work, or giving the student an ‘F’ or ‘W’ for the course”.** Copying of Internet information regarding motion picture reviews or other online film critiques is a form of plagiarism. If you are unsure whether you may have plagiarized, **please see the Professor before** turning in your assignment to discuss your concerns. Please also refer to the following info graphic for a listing of different types of plagiarism:

[http://www.dontwasteyourtime.co.uk/wp-content/uploads/2012/05/2012-05-14\\_0854.png](http://www.dontwasteyourtime.co.uk/wp-content/uploads/2012/05/2012-05-14_0854.png)

<https://www.ithenticate.com/hs-fs/hub/92785/file-5414624-pdf/media/ith-selfplagiarism-whitepaper.pdf>

**NOTE: Students MUST use quotation marks around any statement that is not their own paraphrased work.**

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## COURSE SCHEDULE

WEEK	CHAPTER(S)	CONTENT	ASSIGNMENT(S)
1	1	Overview of Case Management	Blackboard Attendance Module
2	2	Roles, Functions, and Preparation of Case Management Team Members	
3	3	Management of Resources and Reimbursement Systems	
4	4	The Case Management Process	Quiz #1
5	5	Utilization Management	
6	6	Transitional Planning: Understanding Levels and Transitions of Care	Case Scenario
7	Supplemental Materials	Treatment and Care Planning	Quiz #2
8	7	Quality Management and Outcomes Evaluation	
9	Meetings with Professor to Review Case		
10	8	Legal Consideration in Case Management Practice	Midterm Case Audit & Self-Analysis Exercise
11	9	Ethical Principles in Case Management Practice	Quiz #3
12	10	Case Management Standards and Professional Organizations	
13	11	Preparation for the Case Management Role	
14	12	Strategies for Success in Case Management Practice	Quiz #4
15	Meetings with Professor to Review Case		

**FINAL CASE AUDIT AND SELF-ANALYSIS EXERCISE SCHEDULED FOR:**

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# ARKANSAS TECH UNIVERSITY

## REQUEST FOR COURSE ADDITION

Department Initiating Proposal	Date
Department of Kinesiology & Rehabilitation Science	

Title	Signature	Date
Department Head Dr. Rockie Pederson	<i>Rockie Pederson</i>	07/17/2023
Dean Dr. Tim Carter	<i>Tim Carter</i>	7/17/23
Assessment Dr. Christine Austin	<i>Christine Austin</i>	7.18.23
Registrar Ms. Tammy Weaver	<i>Tammy Weaver</i>	7/26/23
Graduate Dean (Graduate Proposals Only) Dr. Sarah Gordon		
Vice President for Academic Affairs Dr. Julie Furst-Bowe		

Committee	Approval Date
General Education Committee (Undergraduate Proposals Only)	
Teacher Education Committee (Graduate or Undergraduate Proposals)	
Curriculum Committee (Undergraduate Proposals Only)	
Faculty Senate (Undergraduate Proposals Only)	
Graduate Council (Graduate Proposals Only)	

Course Subject: (e.g., ACCT, ENGL) <b>CNSL</b>	Course Number: (e.g., 1003) 6891 - 4	Effective Term: <input type="radio"/> Spring <input checked="" type="radio"/> Summer I
Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below) <b>INDEPENDENT STUDY</b>		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript) <b>INDEPENDENT STUDY</b>		

Will this course be cross-listed with another existing course? If so, list course subject and number.  
 Yes  No \_\_\_\_\_

Will this course be cross-listed with a course currently not in the undergraduate or graduate catalog?  
 If so, list course subject and number.  Yes  No \_\_\_\_\_

Is this course repeatable for additional earned hours?  Yes  No How many total hours?

Grading:  Standard Letter  P/F  Other \_\_\_\_\_

Mode of Instruction (check appropriate box):

01 Lecture  02 Lecture/Laboratory  03 Laboratory only  
 05 Practice Teaching  06 Internship/Practicum  07 Apprenticeship/Externship  
 08 Independent Study  09 Readings  10 Special Topics  
 12 Individual Lessons  13 Applied Instruction  16 Studio Course  
 17 Dissertation  18 Activity Course  19 Seminar  98 Other

Does this course require a fee?  Yes  No How Much? \_\_\_\_\_ Select Fee Type \_\_\_\_\_

If selected other list fee type: \_\_\_\_\_

Elective  Major  Minor  
 (If major or minor course, you must complete the Request for Program Change form to add course to program.)

If course is required by major/minor, how frequently will course be offered?

Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.?  
 \_\_\_\_\_

Will this course require a special classroom (computer lab, smart classroom, or laboratory)?  
 \_\_\_\_\_

Answer the following Assessment questions:

a. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable.

1. Arkansas LAC/LPC Knowledge Domains: Domain(s) met will vary based on topic(s) covered
2. Certified Rehabilitation Counselor Knowledge Domains: Domain(s) met will vary based on topic(s) covered.

b. If this course is required for the major or minor, complete the following.

1. Provide the program level learning outcome(s) it addresses.
  - i. Course objectives will be constructed as each course is developed and delivered. Objectives will vary based on topic(s) covered.

2. Provide tool or measure directly linked to each program learning outcome. (How will student learning in this outcome be measured?)
  - i. Assessments and measures will be constructed as each course is developed and delivered. These measures will vary based on topic(s) covered.
- c. What is the rationale for adding this course? What evidence demonstrates this need?
  1. Utilize to compliment student learning when needed/requested.

For the proposed course, attach a syllabus in Word format that includes: **(Items a. through d. should be entered as they should appear in the catalog)**

- a. Course subject
- b. Course number
- c. Catalog course title
- d. Catalog description
  - 1. Arkansas Course Transfer System (ACTS) course number, if applicable
  - 2. Cross-listing
  - 3. Offered (e.g., Fall only, Spring only. Do not enter if offer course fall and spring)
  - 4. Prerequisites
  - 5. Co-requisites
  - 6. Description
  - 7. Notes (e.g., information not in description such as course may be repeated for credit)
  - 8. Contact Hours if different than lecture (e.g., Lecture three hours, laboratory three hours)
  - 9. Fees (e.g., \$36 art fee)
- e. Section for Name of instructor, office hours, contact information (telephone, email)
- f. Text required for course
- g. Bibliography (supplemental reading list)
- h. Justification/rationale for the course
- i. Course objectives
- j. Description of how course meets general education objectives (courses included in the general education component should show how the course meets one or more of the objectives contained in General Education Objectives listed in undergraduate catalog)
- k. Assessment methods (include grading policy with specific equivalents for A, B, C)
- l. Policy on absences, cheating, plagiarism, etc.
- m. Course content (outline of material to be covered in course).

If this course will affect other departments, a Departmental Support Form for each affected department must be attached. The form is located on the Curriculum forms web page at [http://www.atu.edu/registrar/curriculum\\_forms.php](http://www.atu.edu/registrar/curriculum_forms.php).

## CNSL 6891-4: Independent Study

**Offered:** As needed/requested

**Catalog Description:**

Independent study courses are intended for graduate students who have the interest and the ability to investigate a topic not covered in the graduate courses available in their major field of study. The topic, format, and specific requirements of each independent study project must be approved in writing by the supervising instructor, graduate advisor, program director, and Graduate College Dean prior to enrollment for independent study credit. The original copy of the independent study approval form will be kept in the student's file in the Registrar's Office as part of the student's official graduate record. A student may not enroll in an independent study course before completing twelve (12) hours of graduate credit. Note: A grade of C or better is required for Counseling students.

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**Instructor:** \_\_\_\_\_  
**Class Location:** \_\_\_\_\_  
**Course Day & Time:** \_\_\_\_\_  
**Office Hours:** \_\_\_\_\_

**E-Mail:** \_\_\_\_\_  
**Office Location:** \_\_\_\_\_  
**Phone:** \_\_\_\_\_

---

**COURSE DESCRIPTION:**

Independent study courses are intended for graduate students who have the interest and the ability to investigate a topic not covered in the graduate courses available in their major field of study. The topic, format, and specific requirements of each independent study project must be approved in writing by the supervising instructor, graduate advisor, program director, and Graduate College Dean prior to enrollment for independent study credit. The original copy of the independent study approval form will be kept in the student's file in the Registrar's Office as part of the student's official graduate record. A student may not enroll in an independent study course before completing twelve (12) hours of graduate credit. Note: A grade of C or better is required for Counseling students.

**COURSE OBJECTIVES:**

Course objectives will be constructed as each course is developed and delivered. Objectives will vary based on topic(s) covered.

**MATERIALS AND RESOURCES**

**Required Text:** Text(s) will vary based on topic(s) covered.

**Other Materials:** Suggested readings, movies, multimedia/internet resources, and additional handouts/readings provided by the instructor.



**LICENSURE/CERTIFICATION STANDARDS:**

**Arkansas LAC/LPC Knowledge Domains:** Domain(s) met will vary based on topic(s) covered.

**Certified Rehabilitation Counselor Knowledge Domains:** Domain(s) met will vary based on topic(s) covered.

**ASSIGNMENTS & POINTS\***

<b>Assignment</b>	<b>Points/each</b>	<b>Total Points</b>	<b>% of Grade</b>
*Assignments will vary based on course topic(s) and construction.			%
			%
<b>Total</b>			<b>100%</b>

**NOTE: YOU MUST COMPLETE ALL ASSIGNMENTS IN ORDER TO PASS THIS CLASS**

**GRADING SCALE\***

You are responsible for monitoring your grade. It is recommended that you keep a running total of the points you have earned throughout the semester. This will tell you where you stand at any given time.

<b>*Grading Scale Point Values Will Depend Upon Assignments and Points Attached to Each</b>				
90% - 100 %	or	points	=	4.0
80% - 89 %	or	points	=	3.0
70 % - 79 %	or	points	=	2.0
60 % - 69 %	or	points	=	1.0

**If you fall below 60% please contact the professor to discuss your academic status.**

**ACADEMIC HONESTY POLICY:**

You are expected to work to the best of *your* ability. **Copying, plagiarizing, self-plagiarizing, and cheating will not be tolerated.** You must give appropriate credit to ideas borrowed from other sources. University policy states that, **“academic dishonesty may have serious consequences...Penalties for various levels of academic dishonesty vary from giving an ‘F’ on a particular quiz or exam, to giving an ‘F’ on a term paper or other written work, or giving the student an ‘F’ or ‘W’ for the course”.** Copying of Internet information regarding motion picture reviews or other online film critiques is a form of plagiarism. If you are unsure whether you may have plagiarized, **please see the Professor before** turning in your assignment to discuss your concerns. Please also refer to the following info graphic for a listing of different types of plagiarism:

[http://www.dontwasteyourtime.co.uk/wp-content/uploads/2012/05/2012-05-14\\_0854.png](http://www.dontwasteyourtime.co.uk/wp-content/uploads/2012/05/2012-05-14_0854.png)

<https://www.ithenticate.com/hs-fs/hub/92785/file-5414624-pdf/media/ith-selfplagiarism-whitepaper.pdf>

**NOTE: Students MUST use quotation marks around any statement that is not their own paraphrased work.**

To ensure academic honesty, promote accurate citing of references, and encourage the learning process, the **Professor has enabled the “Turnitin” function within Blackboard**. In doing so, all assignments will be scanned for unoriginal content utilizing this new technology. The Professor also allows for the student to view the Originality Score following their submission. Should the score be too high, it is recommended that the student re-submit the paper after making the appropriate corrections. The Professor retains the right, however, to make the final determination of originality and integrity, and will engage in discussion(s) with the student prior to said determination.

### **ACADEMIC INTEGRITY:**

Students who violate the Code of Academic Integrity (cheating, plagiarism, etc.) face penalties ranging from being required to redo the assignment (i.e., properly cite sources in cases of plagiarism) to failure of the assignment and/or class. The sanction is dependent on the severity of the violation as well as the number of times a student has violated the policy in the class. Egregious or multiple violations may result in additional university level sanctions. Further information can be found at: <https://www.atu.edu/academic-integrity>

### **AFFIRMATIVE ACTION STATEMENT:**

Arkansas Tech University does not discriminate on the basis of color, sex, sexual orientation, gender identity, race, age, national origin, religion, veteran status, genetic information, or disability in any of our practices, policies, or procedures. If you have experienced any form of discrimination or harassment, including sexual misconduct (e.g. sexual assault, sexual harassment, stalking, domestic or dating violence), we encourage you to report this to the institution. If you report such an incident of misconduct to a faculty or staff member, they are required by law to notify Arkansas Tech University’s Title IX Coordinator and share the basic fact of your experience. The Title IX Coordinator will then be available to assist you in understanding all of your options and in connecting you with all possible resources on and off campus. For more information, please visit: <http://www.atu.edu/titleix/index.php>.

### **ELECTRONIC MAIL & BLACKBOARD INFORMATION:**

Course documents (i.e. course syllabus) and other resource information are posted on the Blackboard system (<http://bblearn.atu.edu/>). You are able to access this information 24/7 from locations outside of the regular classroom. **You are responsible for checking Blackboard and your ATU email routinely to obtain class updates, schedule changes, and assignments.** Please be sure to set your Blackboard account so that all emails are automatically forwarded to your ATU ID or other Internet addresses you use.

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**Reasonable Accommodations:** If you need special accommodations as addressed by the American with Disabilities Act (ADA), please provide the Professor with the appropriate documentation from Disability Services and reasonable effort will be made to accommodate your needs. Students with disabilities are encouraged to contact Disability Services to discuss and establish reasonable accommodation. For an appointment with a counselor, please call (479)968-0302; TTY Services - (479) 964-3290. For more information about Disability Services, please check out their website at <http://www.atu.edu/disabilities/index.php>.

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Students are encouraged to be active participants in each class as the experiential nature of counseling courses enriches one’s learning experience. Active participation in graduate classes consists of participating in discussions with faculty and/or fellow students, or communicating that one is engaged by utilizing active listening skills and nonverbal indicators.

**COURSE SCHEDULE\***

**\*Course Schedule, Content, and Assignment Schedule Will Differ Based on Text(s) Selected and Determined Assignments**

WEEK	CHAPTER(S)	CONTENT	ASSIGNMENT(S)
1			Blackboard Attendance Module
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			

**FINAL EXAM SCHEDULED FOR: \_\_\_\_\_**



# ARKANSAS TECH UNIVERSITY

## REQUEST FOR COURSE ADDITION

Department Initiating Proposal	Date
Department of Kinesiology & Rehabilitation Science	

Title	Signature	Date
Department Head Dr. Rockie Pederson	<i>Rockie Pederson</i>	07/17/2023
Dean Dr. Tim Carter	<i>Tim Carter</i>	7/17/23
Assessment Dr. Christine Austin	<i>Christine Austin</i>	7.18.23
Registrar Ms. Tammy Weaver	<i>Tammy Weaver</i>	7/28/23
Graduate Dean (Graduate Proposals Only) Dr. Sarah Gordon		
Vice President for Academic Affairs Dr. Julie Furst-Bowe		

Committee	Approval Date
General Education Committee (Undergraduate Proposals Only)	
Teacher Education Committee (Graduate or Undergraduate Proposals)	
Curriculum Committee (Undergraduate Proposals Only)	
Faculty Senate (Undergraduate Proposals Only)	
Graduate Council (Graduate Proposals Only)	

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)	Effective Term:
CNSL	6973	<input type="radio"/> Spring <input checked="" type="radio"/> Summer I
Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below)		
PRACTICUM IN COUNSELING		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript)		
PRACTICUM IN COUNSELING		

Will this course be cross-listed with another existing course? If so, list course subject and number.

Yes  No

Will this course be cross-listed with a course currently not in the undergraduate or graduate catalog?

If so, list course subject and number.  Yes  No

Is this course repeatable for additional earned hours?  Yes  No How many total hours?

Grading:  Standard Letter  P/F  Other

Mode of Instruction (check appropriate box):

- 01 Lecture  02 Lecture/Laboratory  03 Laboratory only  
 05 Practice Teaching  06 Internship/Practicum  07 Apprenticeship/Externship  
 08 Independent Study  09 Readings  10 Special Topics  
 12 Individual Lessons  13 Applied Instruction  16 Studio Course  
 17 Dissertation  18 Activity Course  19 Seminar  98 Other

Does this course require a fee?  Yes  No How Much? \$90 Rehab Science

If selected other list fee type:

Elective  Major  Minor

(If major or minor course, you must complete the Request for Program Change form to add course to program.)

If course is required by major/minor, how frequently will course be offered?

FALL

Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.?

Will this course require a special classroom (computer lab, smart classroom, or laboratory)?

Answer the following Assessment questions:

- a. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable.
  1. **Arkansas LAC/LPC Knowledge Domains:** This course meets, at least in part, the Council for the Accreditation of Counseling and Related Educational Programs (CACREP) Standards
    - i. CACREP Entry-Level Professional Practice Standard(s) Met: Practicum
  2. **Certified Rehabilitation Counselor Knowledge Domains:** This course meets, at least in part, the Commission on Rehabilitation Counselor Certification (CRCC) Standards
    - i. CRCC Experiential Component(s) Met: Practicum
- b. If this course is required for the major or minor, complete the following.
  1. Provide the program level learning outcome(s) it addresses.
    - i. Standard 4: Successful graduates can competently obtain, evaluate and utilize research, in addition to classroom knowledge, in a manner that scaffolds the clinical relationship.
  2. Provide tool or measure directly linked to each program learning outcome. (How will student learning in this outcome be measured?)

i. Standard 4:

1. Video/Live Counseling & Reflection Exercises
2. Clinical Case Studies
3. Formative & Summative Assessments
4. Experiential Assessments
5. Pre-Professional Experience
6. Research Project and Thesis

c. What is the rationale for adding this course? What evidence demonstrates this need?

1. According to the requirements outlined by the Arkansas State Board of Examiners (ARBOE; 2020), the Commission on Rehabilitation Counselor Certification (CRCC; 2022), and the Council for Accreditation of Counseling and Related Educational Programs (CACREP; 2024), the following course is necessary to qualify the successful student to sit for the Certified Rehabilitation Counselor (CRC) exam or National Counselor Examination (NCE). Furthermore, the program will be seeking accreditation by CACREP in the next three (3) to five (5) years and is building the program to reflect these academic standards and knowledge domains.

- i. Arkansas State Board of Examiners [ARBOE]. (2020). *LAC-LPC core curriculum summary*. <https://abec.statesolutions.us/wp-content/uploads/2023/02/LAC-LPC-Core-Curriculum-Summary.pdf>
- ii. Commission on Rehabilitation Counselor Certification [CRCC]. (2022). *CRC knowledge domains, competencies and tasks*. <https://crccertification.com/wp-content/uploads/2022/05/2022-CRCC-Exam-Blueprint-shows-NEW-1.pdf>
- iii. Council for Accreditation of Counseling and Related Educational Programs [CACREP]. (2024). *CACREP standards*. <https://www.cacrep.org/wp-content/uploads/2023/06/2024-Standards-Combined-Version-6.27.23.pdf>



For the proposed course, attach a syllabus in Word format that includes: **(Items a. through d. should be entered as they should appear in the catalog)**

- a. Course subject
- b. Course number
- c. Catalog course title
- d. Catalog description
  1. Arkansas Course Transfer System (ACTS) course number, if applicable
  2. Cross-listing
  3. Offered (e.g., Fall only, Spring only. Do not enter if offer course fall and spring)
  4. Prerequisites
  5. Co-requisites
  6. Description
  7. Notes (e.g., information not in description such as course may be repeated for credit)
  8. Contact Hours if different than lecture (e.g., Lecture three hours, laboratory three hours)
  9. Fees (e.g., \$36 art fee)
- e. Section for Name of instructor, office hours, contact information (telephone, email)
- f. Text required for course
- g. Bibliography (supplemental reading list)
- h. Justification/rationale for the course
- i. Course objectives
- j. Description of how course meets general education objectives (courses included in the general education component should show how the course meets one or more of the objectives contained in General Education Objectives listed in undergraduate catalog)
- k. Assessment methods (include grading policy with specific equivalents for A, B, C)
- l. Policy on absences, cheating, plagiarism, etc.
- m. Course content (outline of material to be covered in course).

If this course will affect other departments, a Departmental Support Form for each affected department must be attached. The form is located on the Curriculum forms web page at [http://www.atu.edu/registrar/curriculum\\_forms.php](http://www.atu.edu/registrar/curriculum_forms.php).

## **CNSL 6973: Practicum in Counseling**

**Offered:** Fall semesters

### **Catalog Description:**

Prerequisites: CNSL 5123, CNSL 5233, CNSL 6013, CNSL 6123, and CNSL 6204. Corequisite: CNSL 6233, CNSL 6823. The practicum totals a minimum of 100 clock hours including 40 hours of direct service with clients, including experience in individual counseling and group work; weekly interaction with an average of one hour per week of individual and/or triadic supervision which occurs regularly over a minimum of one academic term by a program faculty member or a supervisor working under the supervision of a program, faculty member; an average of 1 ½ hours per week of group supervision that is provided on a regular schedule over the course of the student's practicum by a program faculty member or a supervisor under the supervision of a program faculty member, and evaluation of the student's performance throughout the practicum including a formal evaluation after the student completes the practicum. Note: A grade of C or better is required for Counseling majors. Fee: \$60.00 program fee.

---

**Instructor:** \_\_\_\_\_

**E-Mail:** \_\_\_\_\_

**Class Location:** \_\_\_\_\_

**Office Location:** \_\_\_\_\_

**Course Day & Time:** \_\_\_\_\_

**Phone:** \_\_\_\_\_

**Office Hours:** \_\_\_\_\_

---

### **COURSE DESCRIPTION:**

The practicum totals a minimum of 100 clock hours including 40 hours of direct service with clients, including experience in individual counseling and group work; weekly interaction with an average of one hour per week of individual and/or triadic supervision which occurs regularly over a minimum of one academic term by a program faculty member or a supervisor working under the supervision of a program, faculty member; an average of 1 ½ hours per week of group supervision that is provided on a regular schedule over the course of the student's practicum by a program faculty member or a supervisor under the supervision of a program faculty member, and evaluation of the student's performance throughout the practicum including a formal evaluation after the student completes the practicum. Note: A grade of C or better is required for Counseling majors. Fee: \$60.00 program fee.

### **COURSE OBJECTIVES:**

Upon successful completion of the course, students will...

1. Experience counselors' roles, responsibilities, and relationships as members of specialized practice and interprofessional teams, including (a) collaboration and consultation, (b) community outreach, and (c) emergency response management.
2. Engage in self-care, self-awareness, and self-evaluation strategies for ethical and effective practice.
3. Apply classroom knowledge (e.g., assessment, theory and philosophy, case management, skill and technique) in real world, real time experiential learning opportunities.

## MATERIALS AND RESOURCES

**Required Text:** Hodges, S. (2019). *The counseling practicum and internship manual: A resource for graduate counseling students* (3rd ed.). Springer.

**Other Materials:** Suggested readings, movies, multimedia/internet resources, and additional handouts/readings provided by the instructor.

## LICENSURE/CERTIFICATION STANDARDS:

**Arkansas LAC/LPC Knowledge Domains:** This course meets, at least in part, the Council for the Accreditation of Counseling and Related Educational Programs (CACREP) Standards...

Practicum (100 clock hours w/ 40 direct contact)

**Certified Rehabilitation Counselor Knowledge Domains:** This course meets, at least in part, the Commission on Rehabilitation Counselor Certification (CRCC) Standards...

Practicum – 100 clock hours w/ 40 direct contact with persons with disabilities

## ASSIGNMENTS & POINTS

<b>Assignments:</b>	<b>Points/Each</b>	<b>Total Points</b>	<b>% of Final Grade</b>
Confidentiality Agreement, Practicum Contract, Affiliation Agreement, & Photograph/Media Release Form <b>(MANDATORY TO CONTINUE)</b>	55	220	15.4%
Weekly Journals (13)	25	325	22.8%
Weekly Time Sheets (MUST reflect at least 100 total hours, 40 of which must be with direct client contact; 15)	30	450	31.6%
“My Worldview” Paper	75	75	5.2%
Mid-Semester Eval by Site Supervisor	90	90	6.3%
Thank You Letter(s)	25	25	1.8%
Practicum Feedback Sheet	25	25	1.8%
Final Eval by Site Supervisor	90	90	6.3%
Final Reflective Paper	125	125	8.8%
<b>Total</b>		<b>1,425</b>	<b>100%</b>

**NOTE: YOU MUST COMPLETE ALL ASSIGNMENTS IN ORDER TO PASS THIS CLASS**

## GRADING SCALE

You are responsible for monitoring your grade. It is recommended that you keep a running total of the points you have earned throughout the semester. This will tell you where you stand at any given time.

90% - 100 %	or	points	=	4.0
80% - 89 %	or	points	=	3.0
70 % - 79 %	or	points	=	2.0
60 % - 69 %	or	points	=	1.0

**If you fall below 60% please contact the professor to discuss your academic status.**

### **ACADEMIC HONESTY POLICY:**

You are expected to work to the best of *your* ability. **Copying, plagiarizing, self-plagiarizing, and cheating will not be tolerated.** You must give appropriate credit to ideas borrowed from other sources. University policy states that, “**academic dishonesty may have serious consequences...Penalties for various levels of academic dishonesty vary from giving an ‘F’ on a particular quiz or exam, to giving an ‘F’ on a term paper or other written work, or giving the student an ‘F’ or ‘W’ for the course**”. Copying of Internet information regarding motion picture reviews or other online film critiques is a form of plagiarism. If you are unsure whether you may have plagiarized, **please see the Professor before** turning in your assignment to discuss your concerns. Please also refer to the following info graphic for a listing of different types of plagiarism:

[http://www.dontwasteyourtime.co.uk/wp-content/uploads/2012/05/2012-05-14\\_0854.png](http://www.dontwasteyourtime.co.uk/wp-content/uploads/2012/05/2012-05-14_0854.png)

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## COURSE SCHEDULE

WEEK	CHAPTER(S)	CONTENT	ASSIGNMENT(S)
1		Review of Syllabus, Required Paperwork, and Expectations	Blackboard Attendance Module
2	1	Introduction to the Counseling Profession and the Practicum/Internship	Confidentiality Agreement, Practicum Contract, Affiliation Agreement, & Photograph/Media Release Form
3	3	Ethical and Legal Issues	Time Logs #1-3 & Journal #1
4	4	Clinical Issues in Practicum/Internship	Time Log #4 & Journal #2
5	5	Clinical Writing and Documentation in Counseling Records	Time Log #5 & Journal #3
6	6	Models of Supervision: Classroom and Site Supervision	Time Log #6 & Journal #4
7	7	Multicultural Issues and Considerations	Time Log #7, Journal #5, & Mid-Semester Eval by Site Supervisor
8	8	Managing Stress During Your Practicum/Internship	Time Log #8 & Journal #6
9	9	Crisis Intervention in Practicum/Internship	Time Log #9 & Journal #7
10	10	Ensuring Safety on Practicum and Internship	Time Log #10 & Journal #8
11	11	Addressing Trauma in Counseling: Interventions for Victims, Survivors, and Practicum and Internship Students	Time Log #11 & Journal #9
12	11	Addressing Trauma in Counseling: Interventions for Victims, Survivors, and Practicum and Internship Students	Time Log #12, Journal #10, & "My Worldview" Paper
13	12	Termination in Counseling: How to Say Goodbye	Time Log #13 & Journal #11
14	12	Termination in Counseling: How to Say Goodbye	Time Log #14 &

			Journal #12
15	13	Completing the Practicum/Internship and Preparing for the Future as a Professional Counselor	Time Log #15, Journal #13, Thank You Cards, & Practicum Feedback Sheet

**Final Reflection Paper, Any Remaining Time Logs, and Final Eval By Your Site  
Supervisor MUST Be Submitted By: \_\_\_\_\_**





# ARKANSAS TECH UNIVERSITY

## REQUEST FOR COURSE ADDITION

Department Initiating Proposal	Date
Department of Kinesiology & Rehabilitation Science	

Title	Signature	Date
Department Head Dr. Rockie Pederson	<i>Rockie Pederson</i>	07/17/2023
Dean Dr. Tim Carter	<i>Tim Carter</i>	7/17/23
Assessment Dr. Christine Austin	<i>Christine Austin</i>	7.18.23
Registrar Ms. Tammy Weaver	<i>Tammy Weaver</i>	7/28/23
Graduate Dean (Graduate Proposals Only) Dr. Sarah Gordon		
Vice President for Academic Affairs Dr. Julie Furst-Bowe		

Committee	Approval Date
General Education Committee (Undergraduate Proposals Only)	
Teacher Education Committee (Graduate or Undergraduate Proposals)	
Curriculum Committee (Undergraduate Proposals Only)	
Faculty Senate (Undergraduate Proposals Only)	
Graduate Council (Graduate Proposals Only)	

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)	Effective Term:
CNSL	6981-6	<input type="radio"/> Spring <input checked="" type="radio"/> Summer I
Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below)		
INTERNSHIP IN COUNSELING		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript)		
INTERNSHIP IN COUNSELING		

Will this course be cross-listed with another existing course? If so, list course subject and number.

Yes  No

Will this course be cross-listed with a course currently not in the undergraduate or graduate catalog?

If so, list course subject and number.  Yes  No

Is this course repeatable for additional earned hours?  Yes  No How many total hours?

Grading:  Standard Letter  P/F  Other

Mode of Instruction (check appropriate box):

- 01 Lecture  02 Lecture/Laboratory  03 Laboratory only  
 05 Practice Teaching  06 Internship/Practicum  07 Apprenticeship/Externship  
 08 Independent Study  09 Readings  10 Special Topics  
 12 Individual Lessons  13 Applied Instruction  16 Studio Course  
 17 Dissertation  18 Activity Course  19 Seminar  98 Other

Does this course require a fee?  Yes  No How Much?  Rehab Science

If selected other list fee type:

Elective  Major  Minor

(If major or minor course, you must complete the Request for Program Change form to add course to program.)

If course is required by major/minor, how frequently will course be offered?

Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.?

Will this course require a special classroom (computer lab, smart classroom, or laboratory)?

Answer the following Assessment questions:

- a. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable.
  1. **Arkansas LAC/LPC Knowledge Domains:** This course meets, at least in part, the Council for the Accreditation of Counseling and Related Educational Programs (CACREP) Standards
    - i. CACREP Entry-Level Professional Practice Standard(s) Met: Internship
  2. **Certified Rehabilitation Counselor Knowledge Domains:** This course meets, at least in part, the Commission on Rehabilitation Counselor Certification (CRCC) Standards
    - i. CRCC Experiential Component(s) Met: Internship
- b. If this course is required for the major or minor, complete the following.
  1. Provide the program level learning outcome(s) it addresses.
    - i. Standard 4: Successful graduates can competently obtain, evaluate and utilize research, in addition to classroom knowledge, in a manner that scaffolds the clinical relationship.
  2. Provide tool or measure directly linked to each program learning outcome. (How will student learning in this outcome be measured?)

- i. Video/Live Counseling & Reflection Exercises
  - ii. Clinical Case Studies
  - iii. Formative & Summative Assessments
  - iv. Experiential Assessments
  - v. Pre-Professional Experience
  - vi. Research Project and Thesis
- c. What is the rationale for adding this course? What evidence demonstrates this need?
1. According to the requirements outlined by the Arkansas State Board of Examiners (ARBOE; 2020), the Commission on Rehabilitation Counselor Certification (CRCC; 2022), and the Council for Accreditation of Counseling and Related Educational Programs (CACREP; 2024), the following course is necessary to qualify the successful student to sit for the Certified Rehabilitation Counselor (CRC) exam or National Counselor Examination (NCE). Furthermore, the program will be seeking accreditation by CACREP in the next three (3) to five (5) years and is building the program to reflect these academic standards and knowledge domains.
    - i. Arkansas State Board of Examiners [ARBOE]. (2020). *LAC-LPC core curriculum summary*. <https://abec.statesolutions.us/wp-content/uploads/2023/02/LAC-LPC-Core-Curriculum-Summary.pdf>
    - ii. Commission on Rehabilitation Counselor Certification [CRCC]. (2022). *CRC knowledge domains, competencies and tasks*. [https://crccertification.com/wp-content/uploads/2022/05/2022-CRCC-Exam-Blueprint\\_shows-NEW-1.pdf](https://crccertification.com/wp-content/uploads/2022/05/2022-CRCC-Exam-Blueprint_shows-NEW-1.pdf)
    - iii. Council for Accreditation of Counseling and Related Educational Programs [CACREP]. (2024). *CACREP standards*. <https://www.cacrep.org/wp-content/uploads/2023/06/2024-Standards-Combined-Version-6.27.23.pdf>

For the proposed course, attach a syllabus in Word format that includes: **(Items a. through d. should be entered as they should appear in the catalog)**

- a. Course subject
- b. Course number
- c. Catalog course title
- d. Catalog description
  1. Arkansas Course Transfer System (ACTS) course number, if applicable
  2. Cross-listing
  3. Offered (e.g., Fall only, Spring only. Do not enter if offer course fall and spring)
  4. Prerequisites
  5. Co-requisites
  6. Description
  7. Notes (e.g., information not in description such as course may be repeated for credit)
  8. Contact Hours if different than lecture (e.g., Lecture three hours, laboratory three hours)
  9. Fees (e.g., \$36 art fee)
- e. Section for Name of instructor, office hours, contact information (telephone, email)
- f. Text required for course
- g. Bibliography (supplemental reading list)
- h. Justification/rationale for the course
- i. Course objectives
- j. Description of how course meets general education objectives (courses included in the general education component should show how the course meets one or more of the objectives contained in General Education Objectives listed in undergraduate catalog)
- k. Assessment methods (include grading policy with specific equivalents for A, B, C)
- l. Policy on absences, cheating, plagiarism, etc.
- m. Course content (outline of material to be covered in course).

If this course will affect other departments, a Departmental Support Form for each affected department must be attached. The form is located on the Curriculum forms web page at [http://www.atu.edu/registrar/curriculum\\_forms.php](http://www.atu.edu/registrar/curriculum_forms.php).

## **CNSL 6981-6: Internship in Counseling**

**Offered:** Every semester

**Catalog Description:**

Prerequisites: CNSL 6973. The Internship(s) requires the minimum of supervised 600 total clock hours that is begun after the completion of the practicum. The internship includes 240 total hours of direct service with clients appropriate to the program of study; weekly interaction with an average of one hour per week of individual an/or triadic supervision, throughout the internship(s), (usually performed by the on-site supervisor); an average of 1 ½ hours per week of group supervision provided on a regular schedule throughout the internship, usually performed by a program faculty member; the opportunity for the student to become familiar with a variety of professional activities in addition to direct service ( record keeping, supervision, information and referral, in-service and staff meetings); the student develops program-appropriate audio and/or videotapes of student's interactions with clients for use in supervision; the opportunity to gain supervised experience in the use of a variety of professional resources such as assessment instruments, technologies, print and non-print media, professional literature, and research, and a formal evaluation of the student's performance during the internship be a program faculty member in consultation with the site supervisor. Note: A grade of C or better is required for Counseling majors. Fee: \$120.00 program fee.

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**Instructor:** \_\_\_\_\_  
**Class Location:** \_\_\_\_\_  
**Course Day & Time:** \_\_\_\_\_  
**Office Hours:** \_\_\_\_\_

**E-Mail:** \_\_\_\_\_  
**Office Location:** \_\_\_\_\_  
**Phone:** \_\_\_\_\_

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**COURSE DESCRIPTION:**

The Internship(s) requires the minimum of supervised 600 total clock hours that is begun after the completion of the practicum. The internship includes 240 total hours of direct service with clients appropriate to the program of study; weekly interaction with an average of one hour per week of individual an/or triadic supervision, throughout the internship(s), (usually performed by the on-site supervisor); an average of 1 ½ hours per week of group supervision provided on a regular schedule throughout the internship, usually performed by a program faculty member; the opportunity for the student to become familiar with a variety of professional activities in addition to direct service ( record keeping, supervision, information and referral, in-service and staff meetings); the student develops program-appropriate audio and/or videotapes of student's interactions with clients for use in supervision; the opportunity to gain supervised experience in the use of a variety of professional resources such as assessment instruments, technologies, print and non-print media, professional literature, and research, and a formal evaluation of the student's performance during the internship be a program faculty member in consultation with the site supervisor. Note: A grade of C or better is required for Counseling majors. Fee: \$120.00 program fee.

**COURSE OBJECTIVES:**

Upon successful completion of the course, students will...

1. Experience counselors' roles, responsibilities, and relationships as members of specialized practice and interprofessional teams, including (a) collaboration and consultation, (b) community outreach, and (c) emergency response management.
2. Engage in self-care, self-awareness, and self-evaluation strategies for ethical and effective practice.
3. Apply classroom knowledge (e.g., assessment, theory and philosophy, case management, skill and technique) in real world, real time experiential learning opportunities.
4. Gain supervised experience in the use of a variety of professional resources such as assessment instruments, technologies, print and non-print media, professional literature, and research.

**MATERIALS AND RESOURCES**

**Required Text:** Hodges, S. (2019). *The counseling practicum and internship manual: A resource for graduate counseling students* (3rd ed.). Springer.

**Other Materials:** Suggested readings, movies, multimedia/internet resources, and additional handouts/readings provided by the instructor.

**LICENSURE/CERTIFICATION STANDARDS:**

**Arkansas LAC/LPC Knowledge Domains:** This course meets, at least in part, the Council for the Accreditation of Counseling and Related Educational Programs (CACREP) Standards...

Internship (600 total clock hours w/ 240 direct contact)

**Certified Rehabilitation Counselor Knowledge Domains:** This course meets, at least in part, the Commission on Rehabilitation Counselor Certification (CRCC) Standards...

Internship – 600 clock hours w/ 240 direct contact with persons with disabilities

**ASSIGNMENTS & POINTS**

<b>Assignments:</b>	<b>Points/Each</b>	<b>Total Points</b>	<b>% of Final Grade</b>
Confidentiality Agreement, Internship Contract, Affiliation Agreement, & Photograph/Media Release Form <b>(MANDATORY TO CONTINUE)</b>	55	220	15.4%
Weekly Journals (13)	25	325	22.8%
Weekly Time Sheets (MUST reflect at least 600 total hours, 240 of which must be with direct client contact; 15)	30	450	31.6%
Case Study Write-Up	75	75	5.2%
Mid-Semester Eval by Site Supervisor	90	90	6.3%
Thank You Letter(s)	25	25	1.8%
Internship Feedback Sheet	25	25	1.8%
Final Eval by Site Supervisor	90	90	6.3%

“Introducing...” Synthesis and Reflection Paper	125	125	8.8%
<b>Total</b>		<b>1,425</b>	<b>100%</b>

**NOTE: YOU MUST COMPLETE ALL ASSIGNMENTS IN ORDER TO PASS THIS CLASS**

**GRADING SCALE**

You are responsible for monitoring your grade. It is recommended that you keep a running total of the points you have earned throughout the semester. This will tell you where you stand at any given time.

90% - 100 %	or	points	=	4.0
80% - 89 %	or	points	=	3.0
70 % - 79 %	or	points	=	2.0
60 % - 69 %	or	points	=	1.0

**If you fall below 60% please contact the professor to discuss your academic status.**

**ACADEMIC HONESTY POLICY:**

You are expected to work to the best of *your* ability. **Copying, plagiarizing, self-plagiarizing, and cheating will not be tolerated.** You must give appropriate credit to ideas borrowed from other sources. University policy states that, “**academic dishonesty may have serious consequences...Penalties for various levels of academic dishonesty vary from giving an ‘F’ on a particular quiz or exam, to giving an ‘F’ on a term paper or other written work, or giving the student an ‘F’ or ‘W’ for the course**”. Copying of Internet information regarding motion picture reviews or other online film critiques is a form of plagiarism. If you are unsure whether you may have plagiarized, **please see the Professor before** turning in your assignment to discuss your concerns. Please also refer to the following info graphic for a listing of different types of plagiarism:

[http://www.dontwasteyourtime.co.uk/wp-content/uploads/2012/05/2012-05-14\\_0854.png](http://www.dontwasteyourtime.co.uk/wp-content/uploads/2012/05/2012-05-14_0854.png)

<https://www.ithenticate.com/hs-fs/hub/92785/file-5414624-pdf/media/ith-selfplagiarism-whitepaper.pdf>

**NOTE: Students MUST use quotation marks around any statement that is not their own paraphrased work.**

To ensure academic honesty, promote accurate citing of references, and encourage the learning process, the **Professor has enabled the “Turnitin” function within Blackboard.** In doing so, all assignments will be scanned for unoriginal content utilizing this new technology. The Professor also allows for the student to view the Originality Score following their submission. Should the score be too high, it is recommended that the student re-submit the paper after making the appropriate corrections. The Professor retains the right, however, to make the final determination of originality and integrity, and will engage in discussion(s) with the student prior to said determination.

**ACADEMIC INTEGRITY:**

Students who violate the Code of Academic Integrity (cheating, plagiarism, etc.) face penalties ranging from being required to redo the assignment (i.e., properly cite sources in cases of plagiarism) to failure of the assignment and/or class. The sanction is dependent on the severity

of the violation as well as the number of times a student has violated the policy in the class. Egregious or multiple violations may result in additional university level sanctions. Further information can be found at: <https://www.atu.edu/academic-integrity>

#### **AFFIRMATIVE ACTION STATEMENT:**

Arkansas Tech University does not discriminate on the basis of color, sex, sexual orientation, gender identity, race, age, national origin, religion, veteran status, genetic information, or disability in any of our practices, policies, or procedures. If you have experienced any form of discrimination or harassment, including sexual misconduct (e.g. sexual assault, sexual harassment, stalking, domestic or dating violence), we encourage you to report this to the institution. If you report such an incident of misconduct to a faculty or staff member, they are required by law to notify Arkansas Tech University's Title IX Coordinator and share the basic fact of your experience. The Title IX Coordinator will then be available to assist you in understanding all of your options and in connecting you with all possible resources on and off campus. For more information, please visit: <http://www.atu.edu/titleix/index.php>.

#### **ELECTRONIC MAIL & BLACKBOARD INFORMATION:**

Course documents (i.e. course syllabus) and other resource information are posted on the Blackboard system (<http://bblearn.atu.edu/>). You are able to access this information 24/7 from locations outside of the regular classroom. **You are responsible for checking Blackboard and your ATU email routinely to obtain class updates, schedule changes, and assignments.** Please be sure to set your Blackboard account so that all emails are automatically forwarded to your ATU ID or other Internet addresses you use.

#### **BLACKBOARD HELP DESK INFORMATION:**

If you are experiencing problems with the Blackboard system, please contact the ATU eTech Help Desk at (479) 968-0646 or (866) 400-8022. Technicians are available to answer your questions 24/7, excluding holidays.

#### **STUDENT ACCOMMODATIONS:**

“Arkansas Tech University is committed to providing equal opportunities for higher education to academically qualified individuals with disabilities. Students with disabilities attending Tech will be integrated as completely as possible into the University community”. Students requiring accommodations are encouraged to register with ATU's Disability Services office. The office is located at Suite 141 in Doc Bryan and can be reached at (479) 968-0302; TTY Services - (479) 964-3290.

**Reasonable Accommodations:** If you need special accommodations as addressed by the American with Disabilities Act (ADA), please provide the Professor with the appropriate documentation from Disability Services and reasonable effort will be made to accommodate your needs. Students with disabilities are encouraged to contact Disability Services to discuss and establish reasonable accommodation. For an appointment with a counselor, please call (479)968-0302; TTY Services - (479) 964-3290. For more information about Disability Services, please check out their website at <http://www.atu.edu/disabilities/index.php>.

#### **IN CASE OF EMERGENCIES:**

Please refer to the Professor for directions on what action(s) to take, keep calm and abide by all University directed commands. More specific information can be accessed at <http://www.atu.edu/emergency/index.php>. A copy of the Emergency Operations Plan can be found at <http://www.atu.edu/psafe/docs/ATUEPlan.pdf>.



**STUDENT NEEDS STATEMENT:**

Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to notify the instructor if they are comfortable in doing so. Community resources are available for students and can be found at the following webpage: <https://www.atu.edu/localresources/>

If a student finds they need more support, they are encouraged to contact the Office of the Vice President for Student Services (479-968-0238).

**ATTENDANCE AND CLASS PARTICIPATION:**

It is vital to a student's success that they attend class. If a student is ill or has other reason(s) to miss class, it is important that they email their professor ahead of the scheduled class informing them of such. It remains at the discretion of the professor of record and/or the graduate program coordinator to determine if and how missed in class attendance/assignments will be made up. Unexcused absences may result in the student being unable to make up missed work, potentially resulting in deleterious effects to one's standing in the course.

Students are encouraged to be active participants in each class as the experiential nature of counseling courses enriches one's learning experience. Active participation in graduate classes consists of participating in discussions with faculty and/or fellow students, or communicating that one is engaged by utilizing active listening skills and nonverbal indicators.

## COURSE SCHEDULE

WEEK	CHAPTER(S)	CONTENT	ASSIGNMENT(S)
1		Review of Syllabus, Required Paperwork, and Expectations	Blackboard Attendance Module
2	1	Introduction to the Counseling Profession and the Practicum/Internship	Confidentiality Agreement, Internship Contract, Affiliation Agreement, & Photograph/Media Release Form
3	3	Ethical and Legal Issues	Time Logs #1-3 & Journal #1
4	4	Clinical Issues in Practicum/Internship	Time Log #4 & Journal #2
5	5	Clinical Writing and Documentation in Counseling Records	Time Log #5 & Journal #3
6	6	Models of Supervision: Classroom and Site Supervision	Time Log #6 & Journal #4
7	7	Multicultural Issues and Considerations	Time Log #7, Journal #5, & Mid-Semester Eval by Site Supervisor
8	8	Managing Stress During Your Practicum/Internship	Time Log #8 & Journal #6
9	9	Crisis Intervention in Practicum/Internship	Time Log #9 & Journal #7
10	10	Ensuring Safety on Practicum and Internship	Time Log #10 & Journal #8
11	11	Addressing Trauma in Counseling: Interventions for Victims, Survivors, and Practicum and Internship Students	Time Log #11 & Journal #9
12	11	Addressing Trauma in Counseling: Interventions for Victims, Survivors, and Practicum and Internship Students	Time Log #12, Journal #10, & Case Study Write-Up
13	12	Termination in Counseling: How to Say Goodbye	Time Log #13 & Journal #11
14	12	Termination in Counseling: How to Say Goodbye	Time Log #14 & Journal #12

15	13	Completing the Practicum/Internship and Preparing for the Future as a Professional Counselor	Time Log #15, Journal #13, Thank You Cards, & Internship Feedback Sheet
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**“Introducing...” Synthesis and Reflection Paper, Any Remaining Time Logs, and Final Eval By Your Site Supervisor MUST Be Submitted By: \_\_\_\_\_**



# ARKANSAS TECH UNIVERSITY

## REQUEST FOR COURSE ADDITION

Department Initiating Proposal	Date
Department of Kinesiology & Rehabilitation Science	

Title	Signature	Date
Department Head Dr. Rockie Pederson	<i>Rockie Pederson</i>	07/17/2023
Dean Dr. Tim Carter	<i>Tim Carter</i>	7/17/23
Assessment Dr. Christine Austin	<i>Christine Austin</i>	7.18.23
Registrar Ms. Tammy Weaver	<i>Tammy Weaver</i>	7/28/23
Graduate Dean (Graduate Proposals Only) Dr. Sarah Gordon		
Vice President for Academic Affairs Dr. Julie Furst-Bowe		

Committee	Approval Date
General Education Committee (Undergraduate Proposals Only)	
Teacher Education Committee (Graduate or Undergraduate Proposals)	
Curriculum Committee (Undergraduate Proposals Only)	
Faculty Senate (Undergraduate Proposals Only)	
Graduate Council (Graduate Proposals Only)	

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)	Effective Term:
CNSL	6991-5	<input type="radio"/> Spring <input checked="" type="radio"/> Summer I
Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below)		
THESES RESEARCH		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript)		
THESES RESEARCH		

Will this course be cross-listed with another existing course? If so, list course subject and number.

Yes  No

Will this course be cross-listed with a course currently not in the undergraduate or graduate catalog?

If so, list course subject and number.  Yes  No

Is this course repeatable for additional earned hours?  Yes  No How many total hours?

Grading:  Standard Letter  P/F  Other

Mode of Instruction (check appropriate box):

- 01 Lecture  02 Lecture/Laboratory  03 Laboratory only  
 05 Practice Teaching  06 Internship/Practicum  07 Apprenticeship/Externship  
 08 Independent Study  09 Readings  10 Special Topics  
 12 Individual Lessons  13 Applied Instruction  16 Studio Course  
 17 Dissertation  18 Activity Course  19 Seminar  98 Other

Does this course require a fee?  Yes  No How Much?  Select Fee Type

If selected other list fee type:

Elective  Major  Minor

(If major or minor course, you must complete the Request for Program Change form to add course to program.)

If course is required by major/minor, how frequently will course be offered?

Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.?

Will this course require a special classroom (computer lab, smart classroom, or laboratory)?

Answer the following Assessment questions:

- a. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable.
  1. Arkansas LAC/LPC Knowledge Domains: Domain(s) met will vary based on topic(s) covered
  2. Certified Rehabilitation Counselor Knowledge Domains: Domain(s) met will vary based on topic(s) covered.
- b. If this course is required for the major or minor, complete the following.
  1. Provide the program level learning outcome(s) it addresses.
    - i. Course objectives will be constructed as each course is developed and delivered. Objectives will vary based on topic(s) covered.
  2. Provide tool or measure directly linked to each program learning outcome. (How will student learning in this outcome be measured?)
    - i. Assessments and measures will be constructed as each course is developed and delivered. These measures will vary based on topic(s) covered.
- c. What is the rationale for adding this course? What evidence demonstrates this need?

1. Utilize to compliment student learning when needed/requested.

For the proposed course, attach a syllabus in Word format that includes: **(Items a. through d. should be entered as they should appear in the catalog)**

- a. Course subject
- b. Course number
- c. Catalog course title
- d. Catalog description
  - 1. Arkansas Course Transfer System (ACTS) course number, if applicable
  - 2. Cross-listing
  - 3. Offered (e.g., Fall only, Spring only. Do not enter if offer course fall and spring)
  - 4. Prerequisites
  - 5. Co-requisites
  - 6. Description
  - 7. Notes (e.g., information not in description such as course may be repeated for credit)
  - 8. Contact Hours if different than lecture (e.g., Lecture three hours, laboratory three hours)
  - 9. Fees (e.g., \$36 art fee)
- e. Section for Name of instructor, office hours, contact information (telephone, email)
- f. Text required for course
- g. Bibliography (supplemental reading list)
- h. Justification/rationale for the course
- i. Course objectives
- j. Description of how course meets general education objectives (courses included in the general education component should show how the course meets one or more of the objectives contained in General Education Objectives listed in undergraduate catalog)
- k. Assessment methods (include grading policy with specific equivalents for A, B, C)
- l. Policy on absences, cheating, plagiarism, etc.
- m. Course content (outline of material to be covered in course).

If this course will affect other departments, a Departmental Support Form for each affected department must be attached. The form is located on the Curriculum forms web page at [http://www.atu.edu/registrar/curriculum\\_forms.php](http://www.atu.edu/registrar/curriculum_forms.php).

## CNSL 6991-5: Thesis Research

**Offered:** As needed/requested

**Catalog Description:**

Prerequisites: EDFD 6003 and approval of the Graduate Program Coordinator. Directed research on a thesis topic selected by the student in consultation with a supervising professor. Successful completion of the thesis study and written document is required for those choosing this option (as opposed to passing the Certified Rehabilitation Counselor examination) in order to graduate. Note: A grade of C or better is required for Counseling majors.

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**Instructor:** \_\_\_\_\_  
**Class Location:** \_\_\_\_\_  
**Course Day & Time:** \_\_\_\_\_  
**Office Hours:** \_\_\_\_\_

**E-Mail:** \_\_\_\_\_  
**Office Location:** \_\_\_\_\_  
**Phone:** \_\_\_\_\_

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**COURSE DESCRIPTION:**

Directed research on a thesis topic selected by the student in consultation with a supervising professor. Successful completion of the thesis study and written document is required for those choosing this option (as opposed to passing the Certified Rehabilitation Counselor examination) in order to graduate. Note: A grade of C or better is required for Counseling majors.

**COURSE OBJECTIVES:**

Course objectives will be constructed as each course is developed and delivered. Objectives will vary based on topic(s) covered.

**MATERIALS AND RESOURCES**

**Required Text:** No text required unless agreed upon by the thesis chair and the student.

**Other Materials:** Suggested readings, movies, multimedia/internet resources, and additional handouts/readings provided by the instructor.

**LICENSURE/CERTIFICATION STANDARDS:**

**Arkansas LAC/LPC Knowledge Domains:** Domain(s) met will vary based on topic(s) covered

**Certified Rehabilitation Counselor Knowledge Domains:** Domain(s) met will vary based on topic(s) covered.

**ASSIGNMENTS & POINTS\***

Assignment	Points/each	Total Points	% of Grade
*Assignments will vary based on course topic(s) and construction.			%
			%
<b>Total</b>			<b>100%</b>

**NOTE: YOU MUST COMPLETE ALL ASSIGNMENTS IN ORDER TO PASS THIS CLASS**



### **GRADING SCALE\***

You are responsible for monitoring your grade. It is recommended that you keep a running total of the points you have earned throughout the semester. This will tell you where you stand at any given time.

<b>*Grading Scale Point Values Will Depend Upon Assignments and Points Attached to Each</b>				
90% - 100 %	or	points	=	4.0
80% - 89 %	or	points	=	3.0
70 % - 79 %	or	points	=	2.0
60 % - 69 %	or	points	=	1.0

**If you fall below 60% please contact the professor to discuss your academic status.**

### **ACADEMIC HONESTY POLICY:**

You are expected to work to the best of *your* ability. **Copying, plagiarizing, self-plagiarizing, and cheating will not be tolerated.** You must give appropriate credit to ideas borrowed from other sources. University policy states that, **“academic dishonesty may have serious consequences...Penalties for various levels of academic dishonesty vary from giving an ‘F’ on a particular quiz or exam, to giving an ‘F’ on a term paper or other written work, or giving the student an ‘F’ or ‘W’ for the course”.** Copying of Internet information regarding motion picture reviews or other online film critiques is a form of plagiarism. If you are unsure whether you may have plagiarized, **please see the Professor before** turning in your assignment to discuss your concerns. Please also refer to the following info graphic for a listing of different types of plagiarism:

[http://www.dontwasteyourtime.co.uk/wp-content/uploads/2012/05/2012-05-14\\_0854.png](http://www.dontwasteyourtime.co.uk/wp-content/uploads/2012/05/2012-05-14_0854.png)

<https://www.ithenticate.com/hs-fs/hub/92785/file-5414624-pdf/media/ith-selfplagiarism-whitepaper.pdf>

**NOTE: Students MUST use quotation marks around any statement that is not their own paraphrased work.**

To ensure academic honesty, promote accurate citing of references, and encourage the learning process, the **Professor has enabled the “Turnitin” function within Blackboard.** In doing so, all assignments will be scanned for unoriginal content utilizing this new technology. The Professor also allows for the student to view the Originality Score following their submission. Should the score be too high, it is recommended that the student re-submit the paper after making the appropriate corrections. The Professor retains the right, however, to make the final determination of originality and integrity, and will engage in discussion(s) with the student prior to said determination.

### **ACADEMIC INTEGRITY:**

Students who violate the Code of Academic Integrity (cheating, plagiarism, etc.) face penalties ranging from being required to redo the assignment (i.e., properly cite sources in cases of plagiarism) to failure of the assignment and/or class. The sanction is dependent on the severity of the violation as well as the number of times a student has violated the policy in the

class. Egregious or multiple violations may result in additional university level sanctions. Further information can be found at: <https://www.atu.edu/academic-integrity>

### **AFFIRMATIVE ACTION STATEMENT:**

Arkansas Tech University does not discriminate on the basis of color, sex, sexual orientation, gender identity, race, age, national origin, religion, veteran status, genetic information, or disability in any of our practices, policies, or procedures. If you have experienced any form of discrimination or harassment, including sexual misconduct (e.g. sexual assault, sexual harassment, stalking, domestic or dating violence), we encourage you to report this to the institution. If you report such an incident of misconduct to a faculty or staff member, they are required by law to notify Arkansas Tech University's Title IX Coordinator and share the basic fact of your experience. The Title IX Coordinator will then be available to assist you in understanding all of your options and in connecting you with all possible resources on and off campus. For more information, please visit: <http://www.atu.edu/titleix/index.php>.

### **ELECTRONIC MAIL & BLACKBOARD INFORMATION:**

Course documents (i.e. course syllabus) and other resource information are posted on the Blackboard system (<http://bblearn.atu.edu/>). You are able to access this information 24/7 from locations outside of the regular classroom. **You are responsible for checking Blackboard and your ATU email routinely to obtain class updates, schedule changes, and assignments.** Please be sure to set your Blackboard account so that all emails are automatically forwarded to your ATU ID or other Internet addresses you use.

### **BLACKBOARD HELP DESK INFORMATION:**

If you are experiencing problems with the Blackboard system, please contact the ATU eTech Help Desk at (479) 968-0646 or (866) 400-8022. Technicians are available to answer your questions 24/7, excluding holidays.

### **STUDENT ACCOMMODATIONS:**

“Arkansas Tech University is committed to providing equal opportunities for higher education to academically qualified individuals with disabilities. Students with disabilities attending Tech will be integrated as completely as possible into the University community”. Students requiring accommodations are encouraged to register with ATU's Disability Services office. The office is located at Suite 141 in Doc Bryan and can be reached at (479) 968-0302; TTY Services - (479) 964-3290.

**Reasonable Accommodations:** If you need special accommodations as addressed by the American with Disabilities Act (ADA), please provide the Professor with the appropriate documentation from Disability Services and reasonable effort will be made to accommodate your needs. Students with disabilities are encouraged to contact Disability Services to discuss and establish reasonable accommodation. For an appointment with a counselor, please call (479)968-0302; TTY Services - (479) 964-3290. For more information about Disability Services, please check out their website at <http://www.atu.edu/disabilities/index.php>.

### **IN CASE OF EMERGENCIES:**

Please refer to the Professor for directions on what action(s) to take, keep calm and abide by all University directed commands. More specific information can be accessed at <http://www.atu.edu/emergency/index.php>. A copy of the Emergency Operations Plan can be found at <http://www.atu.edu/psafe/docs/ATUEPlan.pdf>.

**STUDENT NEEDS STATEMENT:**

Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to notify the instructor if they are comfortable in doing so. Community resources are available for students and can be found at the following webpage: <https://www.atu.edu/localresources/>

If a student finds they need more support, they are encouraged to contact the Office of the Vice President for Student Services (479-968-0238).

**ATTENDANCE AND CLASS PARTICIPATION:**

It is vital to a student's success that they attend class. If a student is ill or has other reason(s) to miss class, it is important that they email their professor ahead of the scheduled class informing them of such. It remains at the discretion of the professor of record and/or the graduate program coordinator to determine if and how missed in class attendance/assignments will be made up. Unexcused absences may result in the student being unable to make up missed work, potentially resulting in deleterious effects to one's standing in the course.

Students are encouraged to be active participants in each class as the experiential nature of counseling courses enriches one's learning experience. Active participation in graduate classes consists of participating in discussions with faculty and/or fellow students, or communicating that one is engaged by utilizing active listening skills and nonverbal indicators.

## COURSE SCHEDULE\*

**\*Course Schedule, Content, and Assignment Schedule Will Differ Based on Any Text(s) Selected and Determined Assignments**

WEEK	CHAPTER(S)	CONTENT	ASSIGNMENT(S)
1			Blackboard Attendance Module
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			

**FINAL EXAM SCHEDULED FOR: \_\_\_\_\_**



# ARKANSAS TECH UNIVERSITY

## PROPOSAL FOR NEW PROGRAM (Certificate, Associate, Bachelor, Master's, or Doctoral Degrees)

Department Initiating Proposal	Date
Kinesiology and Rehabilitation Science	7/17/23

Title	Signature	Date
Department Head	<i>Rockie Pederson</i>	07/17/2023
Dean	<i>Tin Lutz</i>	7/17/23
Assessment	<i>Chris [unclear]</i>	7.18.23
Registrar	<i>Gammy Weaver</i>	7/28/23
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs		

Committee	Approval Date
General Education Committee (Undergraduate Proposals Only)	
Teacher Education Committee (Graduate or Undergraduate Proposals)	
Curriculum Committee (Undergraduate Proposals Only)	
Faculty Senate (Undergraduate Proposals Only)	
Graduate Council (Graduate Proposals Only)	

Program Title:  
Master's of Science in Counseling

# New Degree Program Proposal Form



A New Program Proposal can be submitted once a Letter of Intent has been approved by the Arkansas Higher Education Coordinating Board. Program Proposals must be received by ADHE by the established deadlines. After ADHE reviews a submitted proposal, a member of ADHE Executive Staff will present a recommendation for approval at the next AHECB meeting. An institution's Provost/Chief Academic Officer, or their representative, is required to be in attendance to answer questions and/or present information.

When completing this form, please use a font color other than black. Make all attempts to preserve document formatting. If you choose to create a separate document, please use the same outline structure as below.

1. **PROPOSED PROGRAM TITLE:** [Masters of Science in Counseling](#)

2. **CIP CODE REQUESTED:** [42.2899](#)

3. **PROPOSED STARTING DATE:** [June 1, 2024](#)

4. **CONTACT INFORMATION**

a. Provost/Chief Academic Officer: [Dr. Julie Furst-Bowe](#)

Name of Institution: [Arkansas Tech University](#)

E-mail Address: [jfurstbowe@atu.edu](mailto:jfurstbowe@atu.edu)

Phone Number: [\(479\) 968-0319](#)

b. Program Contact Person: [Dr. Erica L. Wondolowski](#)

Title: [Program Director and Associate Professor of Rehabilitation Science](#)

E-mail Address: [ewondolowski@atu.edu](mailto:ewondolowski@atu.edu)

Phone Number: [\(479\) 968-0461](#)

5. **PROGRAM SUMMARY**

a. Provide a general description of the proposed program. Include overview of any curriculum additions or modifications; program costs; faculty resources, library resources, facilities and equipment; purpose of the program; and any information that will serve as introduction to the program.

[The proposed 60 credit-hour Masters of Science in Counseling \(MS-CNSL\), sponsored by the Kinesiology and Rehabilitation Science department, provides graduate-level instruction in counseling theory, individual and group facilitation skills, psychopharmacologic and psychiatric rehabilitation, research and assessment competencies, ethics, evidence-based decision making, diversity, equity, inclusion and social justice practices, in addition to a 100 clock hour pre-professional practicum \(40 direct client contact hours\) and a 600 clock hour pre-professional internship \(280 direct client contact hours\), split across two consecutive semesters. This multidisciplinary program provides for two tracks where enrolled students could specialize in either Rehabilitation or Clinical Mental Health Counseling and would be provided in a hybrid/hybrid flexible \(hy-flex\) modality. Curriculum design is strategic in ensuring that all graduates would be eligible for Arkansas state licensure and/or certification as a rehabilitation counselor via the Commission on Rehabilitation Counselor Certification \(CRCC\) upon graduation and provides eligibility for accreditation by the Council for Accreditation of Counseling and Related Educational Programs \(CACREP\), should it be pursued in the future.](#)

*Curriculum Additions or Modifications*

[Three \(3\) courses in the proposed curriculum are being modified from offerings at the undergraduate level for the Rehabilitation Science program \(CNSL 5003: Medical and Psychosocial Aspects of](#)

Disability, CNSL 5223: Ethics and Professional Development, and CNSL 5233: Diversity and Inclusion in Human Services Settings). As a new program at Arkansas Tech University, all but two courses of the remaining courses in the curriculum (EDFD 6003: Educational Research and COUN 6213: Developmental Counseling- Theory and Application) including those taken to satisfy an available five (5) credit hours of electives, will be additions to the graduate college catalog. Therefore, the following are original courses built for the Master's in Counseling program:

- CNSL 5141-3 Seminar
- CNSL 5163 Foundations of Substance Abuse
- CNSL 5243 Psychopathology
- CNSL 6013 Vocational Rehabilitation
- CNSL 6023 Assessment in Counseling Environments
- CNSL 6123 Counseling Theories
- CNSL 6163 Addictions Diagnosis and Treatment Strategies
- CNSL 6204 Counseling Skills
- CNSL 6223 Family and Relationship Counseling: Theories and Techniques
- CNSL 6233 Theories and Techniques of Group Counseling
- CNSL 6803 Psychopharmacology and the Counseling Profession
- CNSL 6823 Advanced Case Management Strategies for Counseling
- CNSL 6891-4 Independent Study
- CNSL 6973 Practicum in Counseling
- CNSL 6981-6 Internship in Counseling
- CNSL 6991-5 Thesis Research

#### *Program Costs*

While the proposed program will not require an additional Administrative Assistant, it is being requested that the Administrative Specialist (Level II) for the Rehabilitation Science program be moved to an Administrative Specialist III level due to increased job demands, managing both the undergraduate Rehabilitation Science program and proposed Masters of Counseling program. This will require an additional \$1,930.04 annually or \$5,790.12 for the first three years.

The only new library resources requested are copies of the textbooks used in the Counseling program's courses. This would cost approximately \$2,165.00 in year one (1) and potentially as much as an additional \$1,000.00 annually in the event that textbooks change or new courses are offered. For the first three years, this would be an estimated cost of \$4,165.00.

It is projected that for the first three years of successful implementation, that there will be one (1) graduate teaching assistant for the program. Annually, this will cost \$12,090.00 in graduate assistant stipends and tuition waivers.

With regard to supplies, general office supplies are estimated to cost \$500.00 annually. The testing and assessment kits necessary for use in the CNSL 6013 - Vocational Rehabilitation and CNSL 6023 - Assessment in Counseling Environments courses are estimated to cost approximately \$2,000.00 annually. Lastly, the software to be utilized in the CNSL 6823 - Advanced Case Management Strategies for Counseling course is estimated to cost \$3,000.00 in initial subscription costs and an additional \$500.00 annually for renewal. Supplies necessary to engage in continued recruitment are approximated at \$1,500.00 annually. This is a subtotal of \$7,000.00 in initial supply costs.

As it pertains to travel, the fieldwork coordinator will be required to complete two site visits per semester, for all practicum and internship students. For 15 students per cohort, this is estimated at

\$5,741.00. Additionally, for each of the four (4) faculty members (three core faculty and one fieldwork coordinator) to engage in professional development opportunities, \$2,000.00 will be needed annually. This equates to \$500.00 per faculty member. This is a subtotal of \$7,741.00 in travel costs annually.

In total, new costs for the first year will amount to \$28,761.04 or \$86,283.12 for the first three (3) years. It should be noted that at year five (5), dependent upon the success of the program, the program may seek CACREP accreditation. This will cost \$2,500.00 in application fees, \$2,000.00 per site visitor, if granted, and if approved an annual maintenance fee of \$3,914.00.

#### *Faculty Resources*

There are no additional resources needed beyond what is already established at this time.

#### *Library Resources*

Copies of all textbooks (approximately \$2,165.00), and access to contemporary professional journals in the field of Counseling and Rehabilitation is necessary. Many of the contemporary professional journals are included in the Arkansas Tech University's online periodical database, as outlined in Section 9.a.

#### *Facilities and Equipment*

While there are no dedicated classrooms for the proposed Counseling program, the Arkansas Tech University campus has 191 classrooms and conference rooms across 22 buildings. Currently, there are 32 classrooms containing SmartBoards and over 20% of all classrooms and conference rooms are equipped with lecture capture capabilities. Many classrooms have wireless presentation capabilities via Apple TV or Crestron AirMedia devices. Many of these spaces are able to be reserved and used for course delivery. Of those 191 spaces, six (6) are equipped with the technology to host hybrid-flexible (hy-flex) courses effectively. Most of the 191 spaces are equipped with a projector and screen, DocCam, webcam, and lapel microphone, necessary for efficient course delivery. Please see Appendix A for a list of all instructional equipment and technology available on the Arkansas Tech University campus.

#### *Purpose of the Program*

The purpose of the proposed Master's in Counseling program is to address local, regional, and national needs for clinical mental health counseling and rehabilitation counseling providers. This program would allow for students to engage in coursework that is both rigorous and stimulating, while allowing them some flexibility for how they attend classes through the use of the hybrid-flexible (hy-flex) technologies. Upon successful graduation, students would meet the criteria to sit for the Certified Rehabilitation Counselor Certification (CRCC exam), as well as the National Counselor Examination (NCE) which is required by most states as part of the process to becoming a Licensed Associate Counselor (LAC)/Licensed Professional Counselor (LPC).

#### *Accelerated Graduate Program*

For those students in the undergraduate Rehabilitation Science program at Arkansas Tech University wishing to apply to the Master's in Science Counseling program, there are four courses (12 credit hours) which they can take in their senior year of undergraduate studies at the graduate level. These courses are RS 3003/CNSL 5003 Medical and Psychosocial Aspects of Disability, RS 4123/CNSL 5223: Ethics and Professional Development, RS 4233/CNSL 5233: Diversity and Inclusion in Human Services Settings, and RS 4243/CNSL 5243: Psychopathology. Undergraduate students who take these graduate level courses are still subject to the admissions process and criteria. Successful



completion of these courses is not a guarantee of admission to the Masters of Science in Counseling program.

- b. List degree programs or emphasis areas currently offered at the institution that support the proposed program.

Master of Education in School Counseling and Leadership

## 6. NEED FOR THE PROGRAM

- a. Submit Workforce Analysis Form or Employer Needs Survey (only when workforce data is deficient for the academic discipline within the proposal). Employer Needs Survey should include the following:

- Submit numbers that show job availability, corporate demands and employment/wage projections, not student interest and anticipated enrollment. Focus mostly on state needs and less on regional and national needs, unless applicable to the program.
- Survey data can be obtained by telephone, letters of interest, student inquiry, etc. Focus mostly on state needs for undergraduate programs; for graduate programs, focus on state, regional and national needs.
- Provide names and types of organizations/businesses surveyed.

Please see Appendix B for completed Workforce Analysis Form.

- b. Letters of support should address the following when relevant: the number of current/anticipated job vacancies, whether the degree is desired or required for advancement, the increase in wages projected based on additional education, etc.

Please see Appendix C for letters of support from regional organizations and employers.

- c. Indicate if employer tuition assistance is provided or if there are other enrollment incentives.  
At this time, there is no known employer tuition assistance available.

- d. Describe what need the proposed program will address and how the institution became aware of this need.

The proposed Master's in Counseling program will address local, regional, and national needs for clinical mental health counseling and rehabilitation counseling providers who are licensed in their state of practice and/or nationally certified. The institution became aware of this need through the Advisory Board meetings held by the undergraduate Rehabilitation Science program with several key providers in the area (please see Section 6.f. for more detailed information), the desire of undergraduate students through informal surveys (Appendix D), and anecdotal evidence collected throughout the state of Arkansas and its contiguous states regarding the growing size of caseloads for counseling professionals and number of open positions remaining to be filled.

- e. Indicate which employers contacted the institution about offering the proposed program. While interest in a Master's in Clinical Mental Health and Rehabilitation Counseling has been present in our undergraduate student body for some time, the Rehabilitation Science program first collected information from local and regional employers/organizations on this subject in 2021. At that time, results indicated overwhelming support for the program. In 2022, representatives from the Rehabilitation Science program began being approached by these regional and local employers/organizations who desired additional trainings, bridge programs between established programs at Arkansas Tech University, and continuing education opportunities.

- f. Indicate the composition of the program advisory committee, including the number of members,

professional background of members, topics to be considered by the members, meeting schedule (annually, bi-annually, quarterly), institutional representative, etc.

The current program advisory committee consists of 38 members (14 faculty and staff from Arkansas Tech University, 6 representatives from other universities in Arkansas, and 15 community employers/professionals). It meets annually, typically in the spring semester.

The 14 Arkansas Tech University faculty and staff/institutional representative(s) include the three (3) core faculty of the Rehabilitation Science program, the Administrative Specialist for the Rehabilitation Science program, the Kinesiology and Rehabilitation Science department head, the Dean of Education and Health, the Vice President of Academic Affairs, the University President, the Title IX Coordinator, the Dean of Student Wellness, the Child Welfare Grant Staff, and a faculty member from the Therapeutic Recreation program. Also included are two (2) current students, one (1) retired faculty member, and one (1) alumnus.

Representatives from Arkansas universities include two (2) from University of Arkansas – Little Rock, one (1) from University of Arkansas – Pine Bluff, two (2) from University of Central Arkansas, and one (1) from University of Arkansas – Fayetteville.

One (1) of the community professionals who is involved with the advisory board is a retired professional who worked for over 20 years in the rehabilitation field. The 14 remaining community employers/professionals are connected with the following organizations: Arkansas Rehabilitation Services (3 members), BOST, Inc. (2 members), Friendship Community Cares (2 members), Independent Living Services, Juvenile Probation, MARVA Workshop, Lane Physical Therapy, Pediatrics Plus, Restored Life Services of Arkansas, and River Valley Child Advocacy Center.

Topics to be considered by advisory board members include: curriculum updates/changes, fieldwork requirements, fieldwork site partnerships with Arkansas Tech University, the program mission and vision statements, enrollment, recruitment, and retention strategies, accreditation and program outcomes, student organizations connected with the program, and career trajectory, paths, and extended education opportunities for students.

- g. Indicate the projected number of program enrollments for Years 1 - 3.  
15 person cohorts beginning each summer semester for Years 1-3.
- h. Indicate the projected number of program graduates in 3-5 years.  
15/15 students per year during Years 3-5, for a total of 45 program graduates.

## 7. CURRICULUM

The proposed Counseling master's program curriculum would be comprised of 19-20 courses, two of which would be hosted by other departments. Of the overall curriculum, 16 courses would be considered core including 1 Practicum and 2 Internships (49 credits total). These core courses would require the development of 4 new courses. Each of the two specialty tracks (Rehabilitation Counseling and Clinical Mental Health) would require 11 credits, including 5 elective credit hours which could be sought in applicable graduate programs campus-wide or used to complete a graduate thesis.

It should be noted that the proposed curriculum can be successfully completed in 5 semesters (including one summer term) if 12 credits are taken each semester. Furthermore, of the proposed program's required 60 credit hours, 31 would be cross-listed with the Rehabilitation Science Bachelors of Science degree. This allows for the creation of an accelerated program

track from the undergraduate degree to the graduate degree. Furthermore, the proposed curriculum meets standards set by the Arkansas State Licensing Board, the Council for the Accreditation of Counseling and Related Educational Programs (CACREP), and the Commission on Rehabilitation Counselor Certification (CRCC).

- a. Provide curriculum outline by semester (include course number and title). For bachelor's degree program, submit the 8-semester degree plan.

***Sample Degree Plan: Rehabilitation Counseling Track***

**Summer 1-**

EDFD 6003 Educational Research

**Fall 1-**

CNSL 5233 Diversity and Inclusion in Human Services Settings

CNSL 5223 Ethics and Professional Development

CNSL 5163 Foundations of Substance Abuse

CNSL 6123 Counseling Theories

**Spring 1-**

CNSL 5243 Psychopathology

CNSL 6204 Counseling Skills

CNSL 5003 Medical and Psychosocial Aspects of Disability

2- hour graduate elective or thesis hours (CNSL 6991-5)

**Summer 2-**

CNSL 6803 Psychopharmacology and the Counseling Profession

CNSL 6223 Family and Relationship Counseling: Theories and Techniques

CNSL 6013 Vocational Rehabilitation

COUN 6213 Developmental Counseling- Theory and Application

**Fall 2 –**

CNSL 6823 Advanced Case Management Strategies for Counseling

CNSL 6023 Assessment in Counseling Environments

CNSL 6233 Theories and Techniques of Group Counseling

CNSL 6973 Practicum in Counseling

**Spring 2 –**

CNSL 6981-6 Internship in Counseling

3- hour graduate elective or thesis hours (CNSL 6991-5)

***Sample Degree Plan: Clinical Mental Health Track***

**Summer 1-**

COUN 6213 Developmental Counseling- Theory and Application

**Fall 1-**

CNSL 5233 Diversity and Inclusion in Human Services Settings

CNSL 5223 Ethics and Professional Development

CNSL 5163 Foundations of Substance Abuse

CNSL 6123 Counseling Theories

**Spring 1-**

CNSL 5243 Psychopathology

CNSL 6204 Counseling Skills

CNSL 6163 Addictions Diagnosis and Treatment Strategies

2- hour graduate elective or Thesis Research (CNSL 6991-5)

**Summer 2-**

CNSL 6803 Psychopharmacology and the Counseling Profession

CNSL 6223 Family and Relationship Counseling: Theories and Techniques  
CNSL 6013 Vocational Rehabilitation  
EDFD 6003 Educational Research

**Fall 2 –**

CNSL 6823 Advanced Case Management Strategies for Counseling  
CNSL 6023 Assessment in Counseling Environments  
CNSL 6233 Theories and Techniques of Group Counseling  
CNSL 6973 Practicum in Counseling

**Spring 2 –**

CNSL 6981-6 Internship in Counseling  
3- hour graduate elective or Thesis Research (CNSL 6991-5)

- b. Give total number of semester credit hours required for the program, including prerequisite courses. The total number of semester credit hours for the proposed program is 66. This includes the prerequisite courses of Research Methods (3 credit hours) and Statistics (3 credit hours).

- c. Identify new courses (*in italics*) and provide course descriptions.

***Ethics and Professional Development***

Studies that provide an understanding of all of the following aspects of professional functioning: a.) history and philosophy of the counseling profession, including significant factors and events; b.) professional roles, functions, and relationships with other human service providers; c.) technological competence and computer literacy; d.) professional organizations, primarily ACA, its divisions, branches, and affiliates, including membership benefits, activities, services to members, and current emphases; e.) professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues; f.) public and private policy processes, including the role of the professional counselor in advocating on behalf of the profession; g.) advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients; and h) ethical standards of ACA and related entities, and applications of ethical and legal considerations in professional counseling.

***Vocational Rehabilitation***

Studies that provide an understanding of career development and related life factors, including all of the following: a.) career development theories and decision making models; b.) career, avocational, educational, occupational and labor market information resources, visual and print media, computer-based career information systems, and other electronic career information systems; c.) career development program planning, organization, implementation, administration, and evaluation; d.) interrelationships among and between work, family, and other life roles and factors including the role of diversity and gender in career development; e.) career and educational planning, placement, follow-up, and evaluation; f.) assessment instruments and techniques that are relevant to career planning and decision making; g.) technology-based career development applications and strategies, including computer assisted career guidance and information systems and appropriate world wide web sites; h.) career counseling processes, techniques, and resources, including those applicable to specific populations; and i.) ethical and legal considerations.

***Assessment in Counseling Environments***

Studies that provide an understanding of individual and group approaches to assessment and evaluation, including all of the following: a.) historical perspectives concerning the nature and meaning of assessment; b.) basic concepts of standardized and non-standardized testing and other assessment techniques including norm-referenced and criterion-referenced assessment,

environmental assessment, performance assessment, individual and group test and inventory methods, behavioral observations and computer-managed and computer-assisted methods; c.) statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations; d.) reliability (i.e., theory of measurement error, models of reliability, and the use of reliability information); e.) validity (i.e., evidence of validity, types of validity, and the relationship between reliability and validity; f.) age, gender, sexual orientation, ethnicity, language, disability, culture, spirituality, and other factors related to the assessment and evaluation of individuals, groups, and specific populations; g.) Strategies for selecting, administering, and interpreting assessment and evaluation instruments and techniques in counseling; h.) An understanding of general principles and methods of case conceptualization, assessment, and/or diagnoses of mental and emotional status; and i.) Ethical and legal considerations.

### ***Psychopathology***

A survey of behavior disorders ranging from the mild to severe. The etiology, treatment, and prognosis of the various maladaptive behavior patterns are examined. Students will gain a broad understanding of psychological disorders, dysfunctional behaviors and concepts of normalcy and psychopathology leading to diagnoses and appropriate counseling treatment plans. Course content regarding these disorders will include historical views, current models, the diagnostic classification system (including the current edition of the Diagnostic and Statistical Manual), etiology, assessment and treatment.

### ***Counseling Theories***

A comparative study of the major theories of counseling, stressing their philosophical views of mankind, assumptions, techniques, strengths, and weaknesses. Students will explore their own inclinations toward given theories so that they may begin to develop their own theoretical toolkit.

### ***Diversity and Inclusion in Human Service Settings***

Studies that provide an understanding of the cultural context of relationships, issues, and trends in a multicultural and diverse society related to such factors as culture, ethnicity, nationality, age, gender, sexual orientation, mental and physical characteristics, education, family values, religious and spiritual values, socioeconomic status and unique characteristics of individual, couples, families, ethnic groups, and communities including all of the following; a) multicultural and pluralistic trends, including characteristics and concerns between and within diverse groups nationally and internationally; b) attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities; c) individual, couple, family, group, and community strategies for working with diverse populations and ethnic groups; d.) counselors' roles in social justice, advocacy and conflict resolution, cultural self-awareness, the nature of biases, prejudices, processes of intentional and unintentional oppression and discrimination, and other culturally supported behaviors that are detrimental to the growth of the human spirit, mind, or body; e) theories of multicultural counseling, theories of identity development, and multicultural competencies; and f.) Ethical and legal considerations.

### ***Counseling Skills***

Studies that provide an understanding of counseling and consultation process, including all of the following: a.) counselor and consultant characteristics and behaviors that influence helping processes including age, gender, and ethnic differences, verbal and nonverbal behaviors and personal characteristics, orientations, and skills; b.) an understanding of essential interviewing and counseling skills so that the student is able to develop a therapeutic relationship, establish appropriate

counseling goals, design intervention strategies, evaluate client outcome, and successfully terminate the counselor-client relationship. Studies will also facilitate student self-awareness so that the counselor-client relationship is therapeutic, and the counselor maintains appropriate professional boundaries; c.) Counseling theories that provide the student with a consistent model (s) to conceptualize client presentation and select appropriate counseling interventions. Student experiences should include and examination of the historical development of counseling theories, an exploration of affective, behavior, and cognitive theories, and an opportunity to apply the theoretical material to case studies. Students will also be exposed to models of counseling that are consistent with current professional research and practice in the field so that they can begin to develop a personal model of counseling; d.) a systems perspective that provides an understanding of family and other systems theories and major models of family and related interventions. Students will be exposed to a rationale for selecting family and systems theories and major models of family and related interventions. Students will be exposed to a rationale for selecting family and systems theories as appropriate modalities for family assessment and counseling; e.) a general framework for understanding and practicing consultation. Student experiences should include an examination of the historical development of consultation, an exploration of the stages of consultation and the major models of consultation, and an opportunity to apply the theoretical material to case presentations. Students will begin to develop a personal model of consultation; f.) Integration of technological strategies and applications within counseling and consultation processes; and g.) Ethical and legal considerations. A study of the process, application and implementation of technology assisted counseling/therapy that meets state academic requirements for the distance delivery of clinical services. Areas of study will include the integration of ethical and social responsibility, current standards of practice for distance delivery and appropriateness of services with diverse individuals, relationships, and families.

### ***Family and Relationship Counseling: Theories and Techniques***

A course to gain an understanding of the historical development of family systems theory and the major contributors of the theory and practice of family therapy, to demonstrate a working knowledge of the major theoretical concepts that are foundational to the field of family therapy. An Examination of systems framework and the influence of family forms on family functioning.

### ***Theories and Techniques of Group Counseling***

Studies that provide both theoretical and experiential understandings of group purpose, development, dynamics, counseling theories, group counseling methods and skills, and other group approaches, including all of the following: a.) principles of group dynamics including group process components, developmental stage theories, group members' roles and behaviors, and therapeutic factors of group work; b.) group leadership styles and approaches, including characteristics of various types of group leaders and leadership styles; c.) theories of group counseling, including commonalities, distinguishing characteristics, and pertinent research and literature; d.) group counseling methods, including group counselor orientations and behaviors, appropriate selection criteria and methods, and , methods of evaluation of effectiveness; e.) approaches used for other types of group work, including task groups, psychoeducational groups, and therapy groups; f.) professional preparation standards for group leaders; and g.) ethical and legal considerations.

### ***Psychopharmacology and the Counseling Profession***

Study of theory, research, & practice issues pertaining to psychopharmacology for non-medical practitioners. An introduction to behavioral psychopharmacology. Considerable attention is given to general principals of pharmacology as applied to the nervous system. Instruction is focused on broad principles and the activity of classes of drugs.

### ***Advanced Case Management Strategies for Counseling***

An examination and application of the case management process from conceptualization to resolution including complete case recording and documentation, principles of caseload management, and techniques for working with individuals with limited English proficiency or varied communication methods. Studies will highlight principles, models, and documentation formats for biopsychosocial case conceptualization and treatment planning, in addition to negotiation, mediation, and conflict resolution strategies. Students will also understand and address institutional and social barriers that impeded access, equity, and success for clients.

### ***Medical and Psychosocial Aspects of Disability***

A study of the etiology, treatment and prognosis of various disabling conditions. Emphasis will be placed on medical information as received in medical reports, and as related to vocational functioning and to the everyday psychological and social adjustment problems associated with disability.

### ***Foundations of Substance Abuse***

An introduction to mood and mind-altering substances and related issues. It is designed to provide an overview of the physical, psychological, and sociocultural effects of psychoactive substance use and abuse. Topics include the history of psychoactive substances, pharmacokinetics, models of addiction, patterns of use, diagnostic and treatment information, cultural perspectives, sociopolitical issues, prevention and education.

### ***Addictions Diagnosis and Treatment Strategies***

A study and assessment of addiction disorders and related treatment planning approaches with an overview of evidence-based intervention techniques and strategies. Group facilitation skills and meeting cultural issues in the group setting, organizational and facility needs, and navigating the utilization of client resources will be addressed.

### ***Practicum in Counseling***

The practicum totals a minimum of 100 clock hours including 40 hours of direct service with clients, including experience in individual counseling and group work; weekly interaction with an average of one hour per week of individual and/or triadic supervision which occurs regularly over a minimum of one academic term by a program faculty member or a supervisor working under the supervision of a program faculty member; an average of 1 ½ hours per week of group supervision that is provided on a regular schedule over the course of the student's practicum by a program faculty member or a supervisor under the supervision of a program faculty member, and evaluation of the student's performance throughout the practicum including a formal evaluation after the student completes the practicum.

### ***Internship in Counseling***

The Internship(s) requires the minimum of supervised 600 total clock hours that is begun after the completion of the practicum. The internship includes 240 total hours of direct service with clients appropriate to the program of study; weekly interaction with an average of one hour per week of individual and/or triadic supervision, throughout the internship(s), (usually performed by the on-site supervisor); an average of 1 ½ hours per week of group supervision provided on a regular schedule throughout the internship, usually performed by a program faculty member; the opportunity for the student to become familiar with a variety of professional activities in addition to direct service (record keeping, supervision, information and referral, in-service and staff meetings); the student develops program-appropriate audio and/or videotapes of student's interactions with clients for use

in supervision; the opportunity to gain supervised experience in the use of a variety of professional resources such as assessment instruments, technologies, print and non-print media, professional literature, and research, and a formal evaluation of the student's performance during the internship be a program faculty member in consultation with the site supervisor

### ***Thesis Research***

Directed research on a thesis topic selected by the student in consultation with a supervising professor. Successful completion of the thesis study and written document is required for those choosing this option (as opposed to passing the Certified Rehabilitation Counselor examination) in order to graduate.

### ***Seminar***

A directed seminar in an area of counseling. The specific focus will depend upon research underway, community or student need, and the unique educational opportunity available.

### ***Independent Study***

Independent study courses are intended for graduate students who have the interest and the ability to investigate a topic not covered in the graduate courses available in their major field of study. The topic, format, and specific requirements of each independent study project must be approved in writing by the supervising instructor, graduate advisor, program director, and Graduate College Dean prior to enrollment for independent study credit. The original copy of the independent study approval form will be kept in the student's file in the Registrar's Office as part of the student's official graduate record. A student may not enroll in an independent study course before completing twelve (12) hours of graduate credit.

#### **d. Identify required core and major courses**

##### ***Core and major courses include:***

- Educational Research
- Developmental Counseling- Theory and Application
- Ethics and Professional Development
- Vocational Rehabilitation
- Assessment in Counseling Environments
- Psychopathology
- Counseling Theories
- Diversity and Inclusion in Human Service Settings
- Counseling Skills
- Relationship and Family Counseling: Theories and Techniques
- Theories and Techniques of Group Counseling
- Psychopharmacology and the Counseling Profession
- Advanced Case Management Strategies for Counseling
- Practicum in Counseling
- Internship in Counseling

#### **e. For each program major/specialty area course, list the faculty member listed to teach that course**

##### ***Major/Core Courses:***

- Educational Research: Dr. Taneka Tate
- Developmental Counseling- Theory and Application: Prof. Kathy Steffy
- Ethics and Professional Development: New Faculty Member
- Vocational Rehabilitation: New Faculty Member



- Assessment in Counseling Environments: Dr. Erica L. Wondolowski/New Faculty Member
- Psychopathology: Dr. Robert L. Stevens
- Counseling Theories: New Faculty Member
- Diversity and Inclusion in Human Service Settings: Dr. Erica L. Wondolowski
- Counseling Skills: Dr. Robert L. Stevens
- Relationship and Family Counseling: Theories and Techniques: Dr. Erica L. Wondolowski
- Theories and Techniques of Group Counseling: Dr. Robert L. Stevens
- Psychopharmacology and the Counseling Profession: Dr. Erica L. Wondolowski
- Advanced Case Management Strategies for Counseling: Dr. Erica L. Wondolowski

***Specialty Area Courses:***

- Medical and Psychosocial Aspects of Disability: Dr. Robert L. Stevens
- Foundations of Substance Abuse: Dr. Robert L. Stevens
- Addictions Diagnosis and Treatment Strategies: Dr. Robert L. Stevens
- Practicum in Counseling: New Fieldwork Coordinator
- Internship in Counseling: New Fieldwork Coordinator
- Thesis: Dr. Erica L. Wondolowski/Dr. Robert L. Stevens/New Faculty Member
- Seminar: Dr. Erica L. Wondolowski/Dr. Robert L. Stevens/New Faculty Member

- f. Identify courses currently offered by distance technology with an asterisk and endnote at the end of the document.

***Major/Core Courses:***

- CNSL 5003 Medical and Psychosocial Aspects of Disability
- CNSL 5223 Ethics and Professional Development
- CNSL 5233 Diversity and Inclusion in Human Services Settings
- CNSL 5243 Psychopathology
- EDFD 6003 Educational Research\*
- CNSL 6013 Vocational Rehabilitation\*
- CNSL 6023 Assessment in Counseling Environments
- CNSL 6123 Counseling Theories\*
- CNSL 6204 Counseling Skills
- COUN 6213 Developmental Counseling- Theory and Application\*
- CNSL 6223 Family and Relationship Counseling: Theories and Techniques\*
- CNSL 6233 Theories and Techniques of Group Counseling
- CNSL 6803 Psychopharmacology and the Counseling Profession
- CNSL 6823 Advanced Case Management Strategies for Counseling
- CNSL 6973 Practicum in Counseling\*
- CNSL 6981-6 Internship in Counseling\*

***Specialty and Elective Courses:***

- CNSL 5141-3 Seminar
- CNSL 5163 Foundations of Substance Abuse\*
- CNSL 6163 Addictions Diagnosis and Treatment Strategies\*
- CNSL 6891-4 Independent Study
- CNSL 6991-5 Thesis Research

- g. Indicate the number of contact hours for internship/clinical courses.  
The practicum totals a minimum of 100 clock hours including 40 hours of direct service with clients.

The Internship(s) requires the minimum of supervised 600 total clock hours that is begun after the completion of the practicum. The internship includes 240 total hours of direct service with clients appropriate to the program of study

h. State the program admission requirements.

- Prerequisite coursework includes undergraduate-level Research Methods (3 credit hours) and undergraduate-level Statistics (3 credit hours).
- Academic requirements include 3.0 GPA on all undergraduate, and any previous graduate course work. Applicants with grade-point averages of less than 3.00 (B) in their last two years of undergraduate study must also submit scores from the Graduate Record Examination General Test (subject test scores not required).
- Submit a Graduate Application to the Graduate School Admissions office.
- Applicants must be admitted to the Graduate School at Arkansas Tech University prior to, and separate from, admission to the Counseling program in the College of Education and Health.
- Request that official transcripts be sent to Graduate School Admissions from each college or university ever attended.
- Applicants should submit three letters of recommendation. Recommendations should be from former instructors, employers or other professionals in your community.
- Provide a statement of the applicant’s professional goals.
- An interview with the Counseling faculty is required.

i. Describe specified learning outcomes and course examination procedures.

Standard Outcome	Courses for Outcome	Outcome Measure
<p><b>Standard 1:</b> Successful graduates comprehend the major concepts, principles, theories, and research underlying the philosophical foundations of clinical mental health and rehabilitation counseling, and they work successfully within organizational components.</p>	<p>CNSL 5223 CNSL 6123</p>	<ul style="list-style-type: none"> <li>- Written Synthesis Exercises</li> <li>- Clinical Case Studies</li> <li>- Quizzes &amp; Exams</li> <li>- Reflection Papers</li> </ul>
<p><b>Standard 2:</b> Successful graduates are able to comprehend and synthesize the major concepts, principles, theories, and research related to clinical practice and apply this knowledge. They demonstrate the ability to build rapport, explore complex topics and situations, uphold professional ethical and legal standards, develop research-informed treatment plans, refer or perform necessary assessments as part of treatment, and keep accurate and timely records for each client they work with. They successfully model practices that affirm the diversity of all clientele.</p>	<p>CNSL 5223 CNSL 5163 CNSL 5223 CNSL 5233 CNSL 5243 CNSL 6013 CNSL 6023 CNSL 6123 CNSL 6163 CNSL 6204 CNSL 6233 CNSL 6803</p>	<ul style="list-style-type: none"> <li>- Video/Live Counseling &amp; Reflection Exercises</li> <li>- Clinical Case Studies</li> <li>- Case Management Portfolio</li> <li>- Reflection Journals</li> <li>- Quizzes &amp; Exams</li> <li>- Formative &amp; Summative Assessments</li> <li>- Experiential Assessments</li> <li>- Treatment Plan Development</li> </ul>

<p><b>Standard 3:</b> Successful graduates are successful in their various roles as clinical professionals. They serve as informed advocates for those with rehabilitation and/or mental health needs, and for providing consultative services to community organizations. They engage with families and community members to form collaborative relationships.</p>	<p>CNSL 5163 CNSL 6223 CNSL 6823</p>	<ul style="list-style-type: none"> <li>- Case Study and Advisory Plan</li> <li>- Treatment Plan Development</li> <li>- Consultation Plan Development</li> </ul>
<p><b>Standard 4:</b> Successful graduates can competently obtain, evaluate and utilize research, in addition to classroom knowledge, in a manner that scaffolds the clinical relationship.</p>	<p>EDFD 6003 CNSL 5163 CNSL 6023 CNSL 6973 CNSL 6981-6 CNSL 6991-5</p>	<ul style="list-style-type: none"> <li>- Video/Live Counseling &amp; Reflection Exercises</li> <li>- Clinical Case Studies</li> <li>- Formative &amp; Summative Assessments</li> <li>- Experiential Assessments</li> <li>- Pre-Professional Experience</li> <li>- Research Project and Thesis</li> </ul>
<p><b>Standard 5:</b> Successful graduates are knowledgeable of the various ways in which disabling conditions may manifest, the effect(s) of those conditions on the individual with the disability as well as their family and friends, and the impact the conditions may have on one or many of the major life areas (e.g., employment, relationships, spirituality). They serve as informed advocates for these clients, their support systems, and for responsive clinical practices.</p>	<p>CNSL 5003 CNSL 5163 CNSL 5233 CNSL 6013 CNSL 6163 CNSL 6204 COUN 6213 CNSL 6223</p>	<ul style="list-style-type: none"> <li>- Research &amp; Analysis Synthesis Paper</li> <li>- Clinical Case Studies</li> <li>- Formative &amp; Summative Assessments</li> <li>- Experiential Assessments</li> <li>- Research Project and Thesis</li> </ul>

- j. Include a copy of the course evaluation to be completed by the student. Please see Appendix E for the electronic course evaluation form.
- k. Include information received from potential employers about course content. Potential employers have encouraged course content that aligns with CACREP and CRCC standards, so that students have the ability to sit for the CRCC exam and the National Counselor Examination for state licensure. In addition, coursework that addresses the “darker side of Human Services” (e.g., trauma, sexual assault, intimate partner violence), informed advocacy, virtual counseling and telehealth, and utilizing community professionals as guest speakers in classes have all been recommended. To increase professionalism and academic rigor, strong adherence to the American Psychological Association (APA) 7<sup>th</sup> edition writing standards, requiring interviews for each fieldwork student prior to them beginning at their placement sites, and utilizing the ELEVATE Career Development Academy available at Arkansas Tech University to further their professional identity development have all been proposed.
- l. Provide institutional curriculum committee review/approval date for proposed program. August 22<sup>nd</sup>, 2023 – University Curriculum Committee Review

**8. FACULTY**

- a. List the names and credentials of all faculty teaching courses for the proposed program. Include college/university awarding degree; degree level; degree field; subject area of courses faculty currently teaching and/or will teach. (For associate degrees and above: A minimum of one full-time faculty member with appropriate academic credentials is required.)
- Erica L. Wondolowski, Ph.D., CRC
    - Ph.D. Michigan State University, Doctorate: Rehabilitation Counselor Education
    - Diversity, Equity, and Inclusion, Case Management, Psychopharmacology, Family and Relationship Counseling, Intimacy and Disability
  - Robert L. Stevens, Ph.D., CRC, LPC
    - Ph.D. Ohio University, Doctorate: Counselor Education and Supervision - Rehabilitation Counselor Education
    - Addictions/Substance Abuse, Group Counseling, Psychopathology, Interviewing Skills/Counseling Skills, Medical and Psychosocial Aspects of Disability
  - Full-Time, Tenure-Track Professor (to be hired)
    - Terminal Degree in Clinical Mental Health or Counseling-Related Field
    - LAC/LPC and CRC (preferred)
    - Ethics (Undergraduate and Graduate), Counseling Theories, Vocational Rehabilitation, Family and Relationship Counseling, Assessment in Counseling Environments
  - Fieldwork Coordinator (to be hired)
    - LAC/LPC and CRC (preferred)
    - Master's Degree in Clinical Mental Health or Counseling-Related Field (Ph. D. preferred)
    - Internship (Undergraduate and Graduate), Practicum, Field Placement Experiences, Service Learning
- b. Indicate lead faculty member or program coordinator for the proposed program.  
Robert L. Stevens, Ph.D., LPC, CRC
- c. Total number of faculty required for program implementation, including the number of existing faculty and number of new faculty. **For new faculty, provide the expected credentials/experience and expected hire date.**
- 1 Full-Time, Tenure Track, Professors with a Terminal Degree in Clinical Mental Health or Counseling-Related Field, is a Licensed Associate Counselor (LAC) or Licensed Professional Counselor (LPC) in the state of Arkansas, and preferably a Certified Rehabilitation Counselor (CRC). Expected hire date: January 2024.
  - 1 Full-Time Fieldwork Coordinator with a Master's degree (Ph.D. preferable) in Clinical Mental Health or Counseling-Related Field, is a Licensed Associate Counselor (LAC) or Licensed Professional Counselor (LPC) in the state of Arkansas, and preferably a Certified Rehabilitation Counselor (CRC). Expected hire date: August 2023.
- d. For proposed graduate programs: Provide the curriculum vita for faculty teaching in the program, and the expected credentials for new faculty and expected hire date. Also, provide

the projected startup costs for faculty research laboratories, and the projected number of and costs for graduate teaching and research assistants.

Please see Appendix F for Curriculum Vitae of current faculty.

- 1 Full-Time, Tenure Track, Professors with a Terminal Degree in Clinical Mental Health or Counseling-Related Field, is a Licensed Associate Counselor (LAC) or Licensed Professional Counselor (LPC) in the state of Arkansas, and preferably a Certified Rehabilitation Counselor (CRC). Expected hire date: January 2024.
- 1 Full-Time Fieldwork Coordinator with a Master's degree (Ph.D. preferable) in Clinical Mental Health or Counseling-Related Field, is a Licensed Associate Counselor (LAC) or Licensed Professional Counselor (LPC) in the state of Arkansas, and preferably a Certified Rehabilitation Counselor (CRC). Expected hire date: August 2023.

#### Graduate Assistant Costs

- It is projected that for the first three years of successful implementation, that there will be one (1) graduate teaching assistant for the program. Annually, this will cost \$12,090.00 in graduate assistant stipends and tuition waivers.

## 9. DESCRIPTION OF RESOURCES

### a. Current library resources in the field.

Arkansas Tech University currently has related reference materials including the Diagnostic and Statistical Manual of Mental Disorders, 5<sup>th</sup> edition (DSM-V; American Psychiatric Association, 2013) and The Concise Corsini Encyclopedia of Psychology and Behavioral Science (Craighead & Nemeroff, 2004). Arkansas Tech University also has access to four (4) resource databases through which students can access scholarly journal articles, book chapters, books, and dissertations. These four (4) databases are PsycInfo (APA), PsycArticles (APA), Opposing Viewpoints (GALE in Context), and JSTOR. While there are many resources available in full-text, digital format for students, any resources not currently held by or accessible through the Arkansas Tech University library or its databases can be requested through interlibrary loan.

### b. Current instructional facilities including classrooms, instructional equipment and technology, laboratories (if applicable).

While there are no dedicated classrooms for the proposed Counseling program, the Arkansas Tech University campus has 191 classrooms and conference rooms across 22 buildings. Currently, there are 32 classrooms containing SmartBoards and over 20% of all classrooms and conference rooms are equipped with lecture capture capabilities. Many classrooms have wireless presentation capabilities via Apple TV or Crestron AirMedia devices. Many of these spaces are able to be reserved and used for course delivery. Of those 191 spaces, six (6) are equipped with the technology to host hybrid-flexible (hy-flex) courses effectively. Most of the 191 spaces are equipped with a projector and screen, DocCam, webcam, and lapel microphone, necessary for efficient course delivery. Please see Appendix A for a list of all instructional equipment and technology available on the Arkansas Tech University campus.

### c. New instructional resources required, including costs and acquisition plan.

The testing and assessment kits necessary for use in the CNSL 6013 - Vocational Rehabilitation and CNSL 6023 - Assessment in Counseling Environments courses are estimated to cost approximately \$2,000.00 annually. These would be purchased by the program each year. The software to be utilized in the CNSL 6823 - Advanced Case Management Strategies for Counseling course is estimated to

cost \$3,000.00 in initial subscription costs and an additional \$500.00 annually for renewal, and will be purchased and maintained by the program and Arkansas Tech University's Office of Information Systems.

**10. NEW PROGRAM COSTS – Expenditures for the first 3 years**

a. New administrative costs (number and position titles of new administrators).

While the proposed program will not require an additional Administrative Assistant, it is being requested that the Administrative Specialist (Level II) for the Rehabilitation Science program be moved to an Administrative Specialist III level due to increased job demands, managing both the undergraduate Rehabilitation Science program and proposed Master's of Counseling program. This will require an additional \$1,930.04 annually or \$5,790.12 for the first three years.

b. Number of new faculty (full-time and part-time) and costs.

It is anticipated that prior to Summer 2024, all open positions will be filled and therefore should leave no pressing need for, or cost associated with, new faculty at that time.

c. New library resources and costs.

The only new library resources requested are copies of the textbooks used in the Counseling program's courses. This would cost approximately \$2,165.00 in year one (1) and potentially as much as an additional \$1,000.00 annually in the event that textbooks change or new courses are offered. For the first three years, this would be an estimated cost of \$4,165.00.

d. New/renovated facilities and costs.

None

e. New instructional equipment and costs.

The testing and assessment kits necessary for use in the CNSL 6013 - Vocational Rehabilitation and CNSL 6023 - Assessment in Counseling Environments courses are estimated to cost approximately \$2,000.00 annually. These would be purchased by the program each year. The software to be utilized in the CNSL 6823 - Advanced Case Management Strategies for Counseling course is estimated to cost \$3,000.00 in initial subscription costs and an additional \$500.00 annually for renewal, and will be purchased and maintained by the program and Arkansas Tech University's Office of Information Systems.

f. Distance delivery costs (if applicable).

Arkansas Tech University charges \$10.00 per credit hour, per student in distance delivery fees. This would total approximately \$270.00 in fees, per student, per cohort for the nine (9) planned distance courses in the program. For each 15-person cohort, an approximate total of \$4,050.00 in distance delivery fees would be collected.

g. Other new costs (graduate assistants, secretarial support, supplies, faculty development, faculty/students research, program accreditation, etc.).

It is projected that for the first three years of successful implementation, that there will be one (1) graduate teaching assistant for the program. Annually, this will cost \$12,090.00 in graduate assistant stipends and tuition waivers.

While the proposed program will not require an additional Administrative Assistant, it is being requested that the Administrative Specialist (Level II) for the Rehabilitation Science program be moved to an Administrative Specialist III level due to increased job demands, managing both the undergraduate Rehabilitation Science program and proposed Masters of Counseling program. This

will require an additional \$1,930.04 annually.

With regard to supplies, general office supplies are estimated to cost \$500.00 annually. The testing and assessment kits necessary for use in the CNSL 6013 - Vocational Rehabilitation and CNSL 6023 - Assessment in Counseling Environments courses are estimated to cost approximately \$2,000.00 annually. Lastly, the software to be utilized in the CNSL 6823 - Advanced Case Management Strategies for Counseling course is estimated to cost \$3,000.00 in initial subscription costs and an additional \$500.00 annually for renewal. Supplies necessary to engage in continued recruitment are approximated at \$1,500.00 annually. This is a subtotal of \$7,000.00 in initial supply costs.

As it pertains to travel, the fieldwork coordinator will be required to complete two site visits per semester, for all practicum and internship students. For 15 students per cohort, this is estimated at \$5,741.00. Additionally, for each of the four (4) faculty members (three core faculty and one fieldwork coordinator) to engage in professional development opportunities, \$2,000.00 will be needed annually. This equates to \$500.00 per faculty member. This is a subtotal of \$7,741.00 in travel costs annually.

In total, new costs for the first year will amount to \$28,761.04 or \$86,283.12 for the first three (3) years. It should be noted that at year five (5), dependent upon the success of the program, the program may seek CACREP accreditation. This will cost \$2,500.00 in application fees, \$2,000.00 per site visitor, if granted, and if approved an annual maintenance fee of \$3,914.00.

**If no new costs are required for program implementation, provide an explanation.**

**11. SOURCE OF PROGRAM FUNDING – Income for the first 3 years of program operation**

If there will be a reallocation of funds, indicate from which department, program, etc.

- a. Provide the projected annual student enrollment, the amount of student tuition per credit hour, and the total cost of the program that includes tuition and fees.

Annual graduate student enrollment is projected to be 15 students per annual cohort, with each cohort beginning in the summer semester. At the June 15, 2023 meeting of the Arkansas Tech University Board of Trustees, the fiscal year 2024 budget was approved including a provision that all graduate students, regardless of classification (e.g., in-state, out of state, international) would pay the same in tuition per student semester credit hour (SSCH) at \$314.50. Please see Appendix G for the approval of the 2024 fiscal year budget.

Utilizing the Arkansas Tech University tuition calculator and basing calculations on the Spring 2023 and Summer 2024 semesters, a single graduate student in the proposed Master's in Counseling program would pay a total of approximately \$25,672.60 in tuition and fees for two (2) years of study. These years each include summer semesters. In three (3) years, accounting for 15-student cohorts each year, the University will have charged approximately \$942,358.05 in tuition and fees. Please see Appendix H for a breakdown of approximate tuition and fees charges.

- b. Indicate the projected annual state general revenues for the proposed program (Provide the amount of state general revenue per student).

This past year we received \$4,902.00 per full-time enrolled (FTE) student from State general revenues. It is petitioned that an equitable amount will be received in future years.

- c. Other grants (list grant source & amount of grant), employers, special tuition rates, mandatory technology fees, program specific fees, etc.

While there are no currently obtained grants, the federal Rehabilitation Services Administration

(RSA; n.d.) often welcomes applications for training grants that they make available. It is the intention of the proposed Counseling program faculty to apply for these grants to help assist with student need.

At the June 15, 2023 meeting of the Arkansas Tech University Board of Trustees, the fiscal year 2024 budget was approved including a provision that all graduate students, regardless of classification (e.g., in-state, out of state, international) would pay the same in tuition per student semester credit hour (SSCH) at \$314.50 (Appendix G).

Program specific fees include a \$60.00 fee for all students in the CNSL 6973: Practicum in Counseling course and a \$120.00 fee for all students in the CNSL 6981-6: Internship in Counseling course to assist in offsetting any cost related to fieldwork travel, etc. For a 15-person cohort, with each student having to take practicum once and internship at least once, the approximate total in fees collected would be \$2,700.00. This number would only increase if students needed to take an additional section of the CNSL 6981-6: Internship in Counseling course.

Arkansas Tech University charges \$10.00 per credit hour, per student in distance delivery fees. This would total approximately \$270.00 in fees, per student, per cohort with the nine (9) planned distance courses in the program. For each 15-person cohort, an approximate total of \$4,050.00 in distance delivery fees would be collected.

**12. ORGANIZATIONAL CHART REFLECTING NEW PROGRAM**

Please see Appendix I for Organizational Chart reflecting program.

- a. Proposed program will be housed in which college/department.  
College of Education and Health  
Department of Kinesiology and Rehabilitation Science

**13. SPECIALIZED REQUIREMENTS**

- a. If specialized accreditation is required for the proposed program, list the name of accrediting agency. After five years of successful implementation, the program will seek accreditation through the Council for the Accreditation of Counseling and Related Educational Programs (CACREP).
- b. Indicate the licensure/certification requirements for student entry into the field.

Course Title	Arkansas LAC/ LPC Licensure Requirement	Credit(s)	CRC Eligibility Requirements
<b>CNSL 5223: Ethics and Professional Development</b>	Professional Identity & Ethics	3	Professional Orientation & Ethics in Rehabilitation Counseling
<b>CNSL 5233: Diversity and Inclusion in Human Service Settings</b>	Social & Cultural Diversity	3	N/A



<b>CNSL 5243: Psychopathology</b>	Abnormal Psychology/DSM and /ICD Use/Psychopathology	3	N/A
<b>EDFD 6003: Educational Research</b>	Research & Program Evaluation	3	Research, Methodology, & Performance Management
<b>CNSL 6003: Medical and Psychosocial Aspects of Disability</b>	N/A	3	Medical & Psychosocial Aspects of Disabilities
<b>CNSL 6013: Vocational Rehabilitation</b>	Career Development	3	Career Development Theories & Job Development and Placement Techniques
<b>CNSL 6023: Assessment in Counseling Environments*</b>	Assessment	3	Assessment
<b>CNSL 6123 – Counseling Theories</b>	N/A	3	Theories & Techniques of Counseling
<b>CNSL 6204: Counseling Skills</b>	Helping Relations -&- Use of Technology in Counseling/Therapy	3 -&- 1	N/A
<b>COUN 6213: Developmental Counseling - Theory and Application</b>	Human Growth & Development	3	N/A
<b>CNSL 6223: Family and Relationship Counseling – Theories and Techniques*</b>	Family & Relationship	3	N/A
<b>CNSL 6233 – Theories and Techniques of Group Counseling*</b>	Group Work	3	N/A
<b>CNSL 6803 – Psychopharmacology and the Counseling Profession*</b>		3	
<b>CNSL 6823 – Case Management Strategies</b>	N/A	3	Case Management & Community Partnerships

<b>CNSL 6973: Practicum in Counseling*</b>	Practicum (100 clock hours w/ 40 direct contact)	9 (2-3 graduate courses over a minimum of 6 mos.)	Practicum – 100 clock hours w/ 40 direct contact with PWD.
<b>CNSL 6981-6 – Internship in Counseling</b>	Internship (600 total clock hours w/ 240 direct contact)		Internship – 600 clock hours w/ 240 direct contact with PWD
<b>TOTAL</b>	<b>40 required credit hours</b>		<b>30 required clock hours</b>

- c. Provide documentation of Agency/Board review/approvals (education, nursing-initial approval required, health professions, counseling, etc.)  
Please see Appendix J for review/approval letters from the Commission on Rehabilitation Counselor Certification (CRCC) and the Arkansas State Board of Examiners (ARBOE).

#### 14. BOARD OF TRUSTEES APPROVAL

- a. Provide the date that the Board approved (or will consider) the proposed program.  
Thursday, June 15<sup>th</sup>, 2023.
- b. Provide a copy of the Board meeting agenda that lists the proposed program, and written documentation of program/unit approval by the Board of Trustees prior to the Coordinating Board meeting that the proposal will be considered.  
Please see Appendix K for the Arkansas Tech University Board of Trustees meeting agenda and approval documentation.

#### 15. SIMILAR PROGRAMS

- a. List institutions offering a similar program:
- ~~Proposed undergraduate program – list institutions in Arkansas.~~
  - Proposed master’s program – list institutions in Arkansas and region.
    - Arkansas State University (Jonesboro; Ed.S. in Clinical Mental Health Counseling)
    - Harding University (Searcy; M.S. in Clinical Mental Health Counseling)
    - Henderson State University (Arkadelphia; M.S. in Clinical Mental Health Counseling)
    - University of Arkansas (Fayetteville; M.S. in Clinical Mental Health Counseling and M.S. in Rehabilitation Counseling)
    - University of Arkansas (Little Rock; M.A. in Clinical Mental Health Counseling, M.A. in Clinical Rehabilitation, and M.A. in Traditional Rehabilitation Counseling)
  - ~~Proposed doctoral program – list institutions in Arkansas, region, and nation.~~
- b. State why proposed program is needed if it’s offered at other institutions in Arkansas or region. The proposed Master’s in Counseling program at Arkansas Tech University is necessary for the following reasons:
- The program is constructed in a way that it is hybrid in nature. Several classes will be available in completely online modality while several others will be offered in hybrid-flexibility (hy-flex) modalities. The hy-flex delivery allows for students to attend either synchronously or asynchronously, and either in-person or online. While there remain several classes that students will need to attend in-person with no online option, this flexible delivery of the program as a whole makes the program unique compared to the programs offered at University of Arkansas – Fayetteville and University of Arkansas - Little Rock.
  - In the June meeting of the Arkansas Tech University Board of Trustees, a proposal was

passed to offer tuition reduction to graduate students from the contiguous states to Arkansas. This offers in-state tuition to all graduate students from these areas and not only keep us competitive in comparison to other universities and colleges, but also expands our recruitment opportunities beyond the region and state.

- The program offers an option to enrolled students to either successfully pass the Certified Rehabilitation Counselor (CRC) exam or to complete thesis research as their final capstone or comprehensive academic exercise. Of the programs listed in item 15.a, three require a comprehensive exam for at least one of the programs offered (in the event that multiple are offered at a single institution), only one has the option of completing a master's level thesis, and none provide the option of successfully completing a certifying exam (i.e., CRC or National Counselor Examination). The options provided by the proposed program at Arkansas Tech University guarantees that a student will either have a credential or have completed their own research prior to graduation.
- Arkansas Tech University is located in Russellville, AR. Of the institutions listed in item 15.a, the closest Clinical Mental Health and Traditional Rehabilitation Counseling programs are in Little Rock, AR (approximately 79.3 mi from Russellville). It is important to note, however, that both of these programs, in addition to their Clinical Rehabilitation offering, are facilitated completely online. If potential applicants are looking for a program with a hybrid delivery system, the geographically closest to Russellville, AR would be the Clinical Mental Health Counseling program offered at Harding University in Searcy, AR (approximately 96.4 mi away) and the Rehabilitation Counseling program offered at the University of Arkansas in Fayetteville, AR (approximately 102 mi away). Notable of these programs is that Harding University, while providing a hybrid program delivery modality, is a Christian university and that the program provided at University of Arkansas – Fayetteville is primarily delivered in-person. Please see Appendix L for a pictorial representation of institutions in Arkansas and where they are located.
- Arkansas Tech University is seated within Pope County. According to the Arkansas Mental Health Professional Shortage Areas (HPSA) map (Appendix M), published by the Arkansas Department of Health (2017), there is significant need for mental health clinicians not only in Pope County but in all of its contiguous counties as well (i.e., Conway, Yell, Logan, Johnson, Van Buren, Searcy and Newton). The associated Health Professional Shortage Areas (HPSA), specifically those pertaining to mental health, scores are calculated through the analysis of population-to-provider ratio, percent of population below 100% of the federal poverty level, the youth ratio (those under the age of 18), the elderly ratio (those over the age of 65), the prevalence of alcohol abuse, the prevalence of substance abuse, and the travel time to the nearest source of care outside of the HPSA designation area. Mental health HPSAs can receive a score between 0-25, with the higher scores indicating greater need. Seven of the eight counties, including Pope, score within the highest category (18-25) and the remaining contiguous county (Van Buren) scores within the second highest category (15-17). The proposed program would directly feed clinical mental health clinicians back into these areas, helping to satiate these underserved areas.

Please see Appendix D for recent survey results taken from undergraduate Rehabilitation Science students at Arkansas Tech University.

Please see Appendix C for letters of support from regional organizations and employers.

- c. List institution(s) offering a similar program that the institution used as a model to develop the proposed program.  
University of Arkansas - Fayetteville

- d. Provide a copy of the e-mail notification to other institutions in the state notifying them of the proposed program. Please inform institutions not to send the response to “Reply All”. If you receive an objection/concern(s) from an institution, reply to the institution and copy ADHE on the email. That institution should respond and copy ADHE. If the objection/concern(s) cannot be resolved, ADHE may intervene.

Please see Appendix N for e-mail notification.

**Note: A written institutional objection/concern(s) to the proposed program/unit may delay Arkansas Higher Education Coordinating Board (AHECB) consideration of the proposal until the next quarterly AHECB meeting.**

**16. DESEGREGATION**

- a. State the total number of students, number of black students, and number of other minority students enrolled in related degree programs, if applicable.

	<b>Black</b>	<b>Other Minority</b>
<b>Arkansas Tech University – Russellville Campus</b>	443	1322
<b>Arkansas Tech University – Ozark</b>	42	329
<b>School Counseling (Graduate)</b>	2	24
<b>Rehabilitation Science</b>	6	17
<b>Psychology</b>	14	52

**17. INSTITUTIONAL AGREEMENTS/MEMORANDUM OF UNDERSTANDING (MOU)**

- ~~a. If the courses or academic support services will be provided by other institutions or organizations, include a copy of the signed MOU that outlines the responsibilities of each party and the effective dates of the agreement.~~

**18. ACADEMIC PROGRAM REVIEW**

- a. Provide scheduled program review date (within 10 years of program implementation date).  
May 31, 2034

**19. INSTRUCTION BY DISTANCE TECHNOLOGY**

If the proposed program will be offered by distance technology, provide the following information:

- a. Summarize institutional policies on the establishment, organization, funding, and management of distance courses/degrees.

As an institutional member of the National Council for State Authorization Reciprocity Agreements (NC-SARA), our institutional policies are a reflection of the institution requirement policies outlined in the annual renewal agreement with NC-SARA. Within the NC-SARA agreement, our institutional policies adhere to the Interregional Guidelines for the Evaluation of Distance Education.

- b. Describe the internal organizational structure that coordinates (development, technical support, oversight) distances courses/degrees.

Academic Affairs oversees the instructional technologists who are certified and qualified to support and work with faculty to development quality online courses. In Academic Affairs, the Associate Vice President of Academic Affairs, who is the Quality Matters coordinator for the institution, oversees and coordinates the development and technical support for distance courses and degrees.

This includes initiatives to provide course development stipends for faculty to create and update online courses. To be implemented, these online courses must meet the criteria outlined in the Arkansas Tech University Hy-flex/Online Rubric Standards based on criteria provided in the current Quality Matters Rubric Standards.

Technical support of the Learning Management System (LMS), and any other system integrated with it, begins with the Campus Support Center, managed by the Office of Information Systems (OIS). Support tickets are then escalated as needed to the Course Management Systems team within the Learning Technology Resources division of OIS.

c. **Summarize the policies and procedures to keep the technology infrastructure current.**

Arkansas Tech University has established policies and procedures to ensure the technology infrastructure supporting distance education remains current. This includes regular evaluation and upgrading of hardware, software, and network systems. Mechanisms are also in place to monitor emerging technologies and trends in distance education to inform future infrastructure planning and development. Please see Appendix O for the Arkansas Tech University Office of Information Systems resource summary.

d. **Summarize the procedures that assure the security of personal information.**

Arkansas Tech University has established policies and procedures to secure all information systems and to protect all business, personnel, and student information from unauthorized access or disclosure. This includes that information access to personal data held on ATU faculty, staff and students is controlled by a multi-level user-id/password system, and that primary electronic (computer) data is coordinated by and stored under the supervision of the Office of Information Systems (Arkansas Tech University, 2020). Please see Appendix P for the Arkansas Tech University information security plan.

e. **Provide a list of services that will be outsourced to other organizations (course materials, course management and delivery, technical services, online payment, student privacy, etc.).**

At this time, there are no services that will be outsourced to other organizations.

**20. PROVIDE ADDITIONAL INFORMATION IF REQUESTED BY ADHE STAFF**

None Requested

\* Denotes courses provided either entirely online or utilizing hybrid-flexibility delivery technologies.

## References

- Arkansas Department of Health. (2017). Arkansas mental health shortage areas (HPSA). [https://www.healthy.arkansas.gov/images/uploads/pdf/Mental\\_Health\\_Shortage\\_Area.png](https://www.healthy.arkansas.gov/images/uploads/pdf/Mental_Health_Shortage_Area.png)
- American Psychiatric Association [APA]. (2013). *Diagnostic and statistical manual of mental disorders* (5<sup>th</sup> ed.).
- Arkansas State Board of Examiners [ARBOE]. (2020). *LAC-LPC core curriculum summary*. <https://abec.statesolutions.us/wp-content/uploads/2023/02/LAC-LPC-Core-Curriculum-Summary.pdf>
- Arkansas Tech University. (2020). Resource summary. <https://ois.atu.edu/resource-summary/>
- Commission on Rehabilitation Counselor Certification [CRCC]. (2022). *CRC knowledge domains, competencies and tasks*. [https://crccertification.com/wp-content/uploads/2022/05/2022-CRCC-Exam-Blueprint\\_shows-NEW-1.pdf](https://crccertification.com/wp-content/uploads/2022/05/2022-CRCC-Exam-Blueprint_shows-NEW-1.pdf)
- Council for Accreditation of Counseling and Related Educational Programs [CACREP]. (2024). *CACREP standards*. <https://www.cacrep.org/wp-content/uploads/2023/06/2024-Standards-Combined-Version-6.27.23.pdf>
- Craighead, W. E., & Nemeroff, C. B. (2004). *The concise Corsini encyclopedia of psychology and behavioral science*. John Wiley & Sons.
- Rehabilitation Services Administration. (n.d.). *Rehabilitation training - long-term*. <https://rsa.ed.gov/about/programs/rehabilitation-training-long-term>

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## Classroom/Conference Room Technology

### Administration (ADM)

- 103 (Conference) – PC, 50" monitor, Webcam, Wireless mic
- 204 (Conference) –?
- 210 (Conference) – Mac Mini, 46" monitor, Conference phone

### Agri. Greenhouse (GH)

- Classroom – PC, Projector, DocCam (Elmo), DVD/VCR
- Workshop – PC, Projector

### Baswell Techtionery (BASWTC)

- 202 (Conference) – PC, 46" monitor
- 203 (Conference) – PC, 46" monitor
- 204 (Conference) – PC, 46" monitor

### Brown (RCB)

- 134 – PC, BYOD (HDMI & AirMedia), 2- 80" monitors, 2- 65" monitors, PTZ camera, DocCam (Hovercam), Lavalier mic, Blu-ray player, 7 tables each with a 50" monitor and 6 connection cable caddies (all controllable from the podium), Crestron touchscreen room controller
- 147 – PC, BYOD (HDMI & AirMedia), 2- 80" monitors, PTZ camera, DocCam (Hovercam), Lavalier mic, Blu-ray player, Crestron touchscreen room controller
- 148 – PC, BYOD (HDMI & AirMedia), 3- 80" monitors, PTZ camera, DocCam (Hovercam), Lavalier mic, Blu-ray player, Crestron touchscreen room controller
- 253 – PC, BYOD (HDMI & AirMedia), 2- 80" monitors, PTZ camera, DocCam (Hovercam), Lavalier mic, Blu-ray player, Crestron touchscreen room controller

- 254 – PC, BYOD (HDMI & AirMedia), 3- 80” monitors, PTZ camera, DocCam (Hovercam), Lavalier mic, Blu-ray player, Crestron touchscreen room controller
- 355 (Conference) – PC, BYOD (HDMI), 80” monitor, Ultra-wide angle webcam, Conference phone
- 356 – PC, BYOD (HDMI & AirMedia), 3- 80” monitors, PTZ camera, DocCam (Hovercam), Lavalier mic, Blu-ray player, Crestron touchscreen room controller
- 417 (Conference) – PC, 50” monitor, Webcam
- 435 – PC, BYOD (HDMI & AirMedia), 3- 80” monitors, PTZ camera, DocCam (Hovercam), Lavalier mic, Blu-ray player, Crestron touchscreen room controller
- 436 – PC, BYOD (HDMI & AirMedia, AppleTV), 3- 80” monitors, PTZ camera, DocCam (Hovercam), Lavalier mic, Blu-ray player, Crestron touchscreen room controller
- 446 – PC, BYOD (HDMI & AirMedia, AppleTV), 3- 80” monitors, PTZ Cam, DocCam (Hovercam), Lavalier mic, Blu-ray player, Crestron touchscreen room controller
- 449 (Conference) – PC, 65” monitor, Webcam, Wireless mic pod

### **Energy Center (CES)**

- 134 – PC, Projector/screen, DocCam, DVD/VCR, PTZ camera coming soon, Webcam, DocCam (Samsung), Extron push-button room controller
- 137 – PC, Projector/screen, DocCam, DVD/VCR, PTZ camera coming soon, Webcam, DocCam (Samsung), Extron push-button room controller
- 139 – PC, SmartBoard, DocCam (Hovercam), DVD/VCR
- 140 – PC, Projector/screen, DocCam (Hovercam), DVD/VCR, Extron push-button room controller
- 141 – PC, Projector/screen, Webcam, DocCam (Samsung), DVD/VCR, Extron push-button room controller

### **Chambers**

- West Dining Hall – PC, BYOD (HDMI), Dual projectors, Lavalier mic, 6- Hand-held mics

### **Center for Leadership & Learning (CLL)**

- 112 – PC, BYOD (AppleTV), Projector/screen, 65” monitor, DocCam (Hovercam), DVD/VCR, Wireless mic, Hand-held mic, Crestron touchscreen room controller
- 113 – PC, BYOD (AppleTV), Projector/screen, DocCam (Hovercam), Wireless mic, DVD/VCR, Crestron touchscreen room controller



## **Corley (COR)**

- 101 – PC, SmartBoard, PTZ camera coming soon, Webcam, DocCam (Hovercam)
- 102 – PC, SmartBoard, DocCam (Hovercam)
- 103 – PC, Projector/screen, DocCam (Hovercam), VCR
- 104 – PC, Projector/screen, PTZ camera coming soon, Webcam, DocCam (Elmo)
- 111C (Conference) – PC, 58” monitor, Webcam, Wireless mic pod
- 113 (Conference) – PC, TV
- 114 – PC, Projector/screen, DocCam (Hovercam)
- 115 (Cyber Security Lab) – PC (w/ no campus network access), Projector/whiteboard, Crestron touchscreen room controller
- 116 – PC, Projector/screen, Webcam
- 117 (Cyber Security Lab) – PC, BYOD (HDMI & AirMedia), Dual projectors/whiteboards, PTZ camera coming soon, Webcam, DocCam (Hovercam), Crestron touchscreen room controller
- 120 – PC, Projector/screen, Webcam, Extron push-button room controller
- 127 – Projector
- 131 – PC, SmartBoard, Webcam, VCR
- 234 – PC, Projector/screen, Webcam
- 235 – PC, BYOD (HDMI, VGA), Projector/screen, 55” monitor, PTZ camera coming soon, Webcam, DocCam (Hovercam), Crestron touchscreen room controller
- 240 – PC, BYOD (HDMI, VGA), Dual projectors/screens, PTZ camera coming soon, Webcam, DocCam (Hovercam), Crestron touchscreen room controller
- 267 – PC, Projector/screen, PTZ camera coming soon, Webcam, DocCam (Elmo), Extron push-button room controller
- 268 – PC, Projector/screen, PTZ camera, DocCam (Hovercam), Extron push-button room controller
- 269 – PC, Projector/screen, Webcam, DocCam (Elmo), Extron push-button room controller

## **Crabaugh (CRA)**

- 105 – PC, SmartBoard, PTZ camera coming soon, Webcam, DocCam (Hovercam), Blu-ray player
- 115 – PC, SmartBoard, 58” monitor, 3 – 47” monitors, Blu-ray player, PTZ camera coming soon, Webcam, DocCam (Elmo), Wireless mics
- 216 – PC, SmartBoard, PTZ camera coming soon, Webcam, DocCam (Hovercam), VCR
- 221 – PC, Projector/screen, SmartBoard, PTZ camera, DVD/VCR
- 301 – PC, SmartBoard, Webcam, DVD/VCR
- 302 – PC, SmartBoard, PTZ camera coming soon, Webcam, DocCam (Elmo), Extron push-button room controller
- 303 – PC, 58” monitor, Webcam

- 304 – PC, SmartBoard, Webcam, DocCam (Elmo)
- 307 – PC, SmartBoard, DocCam (Hovercam), VCR
- 310 – PC, BYOD (HDMI, VGA, AirMedia, AppleTV), Projector/screen, 3 – 55” monitors, PTZ camera, DocCam (Hovercam)

## **Dean (DNH)**

- 102 – PC, SmartBoard, Webcam, DVD/VCR, Extron push-button room controller
- 103 – PC, Projector/screen, PTZ camera, DocCam (Elmo), DVD/VCR, Crestron push-button room controller
- 104 – PC, SmartBoard, PTZ camera coming soon, Webcam, DocCam (Hovercam), TV Cart w/ VCR
- 105 – PC, Projector/screen, DocCam (Hovercam), DVD/VCR, Extron push-button room controller
- 106 – PC, Projector/screen, DocCam (Hovercam), DVD/VCR, Extron push-button room controller
- 110 –?
- 113 (Conference) – PC, 43” monitor, Smart Podium, Webcam
- 115 – PC, Projector/screen, Webcam, DocCam (Elmo), Extron push-button room controller
- 117 – PC, Projector/screen, Webcam, DocCam (Hovercam), Extron push-button room controller, TV Cart w/ VCR
- 121 – PC, BYOD (AppleTV), Projector/screen, PTZ camera coming soon, Webcam, Doc Cam (Hovercam), Sympodium, Crestron touchscreen room controller
- 124A (Conference) – PC, 60”Monitor, Webcam, Wireless mic
- 204 – PC, Projector/screen, DocCam (Elmo), DVD/VCR, Extron push-button room controller
- 205 – PC, Projector/screen, Webcam, DVD/VCR, Extron push-button room controller
- 206 – PC, Projector/screen, Webcam, DVD/VCR, Extron push-button room controller
- 207 – PC, Projector/screen, PTZ camera coming soon, Webcam, DVD/VCR, Extron push-button room controller
- 210 – PC, Projector/screen, PTZ camera coming soon, Webcam, DVD/VCR
- 211 – Nursing Sim room
- 212 – PC, BYOD (HDMI, VGA, AirMedia), Projector/screen, Webcam, DVD/VCR, Crestron touchscreen room controller
- 213 – PC, Projector/screen, Webcam, VCR
- 215 – PC, BYOD (AppleTV), Projector/screen, PTZ camera coming soon, Webcam, DocCam (Elmo), TV Cart w/ VCR
- T6A – Projector/screen, DVD/VCR
- T6B – Projector/screen, DVD/VCR

## **Online Learning Center (OLC) (eTech)**

- 103 (Conference) – PC, BYOD (AppleTV), 2 50” monitors, Wireless mic, Lecture capture camera

## Hull

- 111 – PC, Projector/screen, Webcam, DVD/VCR
- 115 – PC, BYOD (AppleTV), SmartBoard, PTZ camera coming soon, Webcam, DocCam (Elmo), DVD/VCR
- 119 – PC Projector/screen, Webcam, TV Cart
- 121 – PC, Projector/screen, Webcam, DVD/VCR
- 127 – TECH FIT
- 132 – PC, Projector/screen, PTZ camera coming soon, Webcam, DVD/VCR, Extron push-button room controller
- 133 – PC, Projector/screen, Webcam, DVD/VCR
- 134 – PC, SmartBoard, PTZ camera coming soon, Webcam, Smart Slate, DVD/VCR, Lecture capture camera
- 135 – PC, Projector/screen, PTZ camera coming soon, Webcam, DVD/VCR

## McEver (MCE)

- 002 – PC, Projector/screen, Webcam, DVD/VCR
- 007 – PC, Projector/screen, DocCam (Hovercam)
- 009 – PC, Projector/screen, Webcam, Extron push-button room controller
- 013 – PC, Projector/screen, Webcam, Extron push-button room controller
- 015 – PC, Projector/screen, PTZ camera coming soon, Webcam, DocCam (?)
- 016 – PC, Projector/screen, Webcam, Extron push-button room controller
- 020 – PC
- 023 – PC, Projector/screen, Webcam, Crestron push-button room controller
- 028 – PC, Projector/screen, Webcam,
- 029 – PC, Projector/screen, Webcam,
- 030 – PC, Projector/screen, Webcam,
- 036 – PC, Projector/screen, Webcam,
- 037 – PC, Projector/screen, Webcam, Extron push-button room controller
- 101 – PC, Projector/screen, Webcam, DocCam (Samsung), DVD/VCR, Extron push-button room controller
- 102 – PC, Projector/screen, DocCam (Hovercam), DVD/VCR, Extron push-button room controller
- 103 – PC, Projector/screen, Webcam, DocCam (Samsung), DVD/VCR, Extron push-button room controller
- 107 – PC, Projector/screen, Webcam, DocCam (Samsung), DVD/VCR, Extron push-button room controller
- 121 – PC, Projector/screen, DocCam (Elmo), Webcam, Conference phone, Extron push-button room controller
- 124 – PC, Projector/screen, Webcam
- 126 – PC, Projector/screen, Webcam, TV/VCR Cart
- 128 – PC, Projector/screen, DocCam (Hovercam)

- 129 – PC, Projector/screen, DocCam (Hovercam)
- 131 – PC, SmartBoard, Webcam, DVD/VCR
- 133 – PC, Projector/screen, Webcam, DVD
- 152 – PC, Projector/screen, PTZ camera coming soon, Webcam, DocCam, DVD/VCR, Extron push-button room controller
- 162 – PC, Dual Projectors/screens, PTZ camera coming soon, Webcam, DocCam, Wireless lavalier mic, Crestron touch-screen room controller
- 172 – PC, Projector/screen, PTZ camera coming soon, Webcam, DVD/VCR, Extron push-button room controller

### **Morton (MOR)**

- 124 – PC, BYOD (HDMI, VGA), Projector/screen, DocCam (Hovercam), Blu-ray player, Crestron touch-screen room controller
- 125 – PC, BYOD (HDMI, VGA), Projector/screen, DocCam (Hovercam), Blu-ray player, Crestron touch-screen room controller
- Multi-sports Complex (MSC)
- 212 – PC, 65” monitor

### **Norman (NOR)**

- 105 – PC, Projector/screen, PTZ camera coming soon, Webcam, DocCam (Elmo), DVD/VCR, Extron push-button room controller
- 110 – PC, Projector/screen, Webcam
- 112 – PC, Projector/screen, Webcam
- 113 – PC, Projector/screen, Webcam
- 204 – PC, Projector/screen, Webcam
- 205 – PC, Projector/screen, Webcam
- 207 – Mac, Projector/screen, Webcam
- 208 – PC, Projector/screen, Webcam, DocCam (Elmo), Crestron push-button controller
- 213 – Projector/screen, Webcam
- 214 – PC, 4 70” monitors, Webcam, Crestron touch-screen controller

### **Ross Pendergraft Library (RPL)**

- 220 – PC, BYOD (HDMI, VGA, AirMedia), Projector/screen, PTZ camera coming soon, Webcam, DocCam (Hovercam), Blu-ray Player, Crestron touch-screen room controller
- 300A (North) – PC, BYOD (HDMI, VGA, AirMedia, AppleTV), Projector/screen, PTZ camera coming soon, Webcam, DocCam (Hovercam), Blu-ray Player, Wireless lavalier & handheld mics, Crestron touch-screen room controller
- 300B (South) – PC, BYOD (HDMI, VGA, AirMedia), Projector/screen, PTZ camera coming soon, Webcam, DocCam (Hovercam), Blu-ray Player, Crestron touch-screen room controller

- 300C (Combined) – PC, BYOD (HDMI, VGA, AirMedia), Projector/screen, Webcam, DocCam (Hovercam), Blu-ray Player, Wireless lavalier & handheld mics Crestron touch-screen room controller
- 325 (Conference) – PC, BYOD (HDMI, VGA, AirMedia), Projector/screen, PTZ camera, Webcam, DocCam (Hovercam), Blu-ray Player, Wireless lavalier & handheld mics, Crestron touch-screen room controller
- 331 – PC, BYOD (HDMI, VGA), Projector/screen, PTZ camera coming soon, Webcam, DocCam (Hovercam), Blu-ray Player, Crestron touch-screen room controller
- 332 – PC, Projector/screen, BYOD (HDMI, VGA, AppleTV), PTZ camera coming soon, Webcam, DocCam (Hovercam), Blu-ray Player, Crestron touch-screen room controller
- 334 – PC, Projector/screen, BYOD (HDMI, VGA, AppleTV), PTZ camera coming soon, Webcam, DocCam (Hovercam), Blu-ray Player, Crestron touch-screen room controller

## **Rothwell (RTH)**

- 132 – PC, Sympodium, Dual projectors/screens, PTZ camera coming soon, Webcam, DocCam (AverMedia), Extron push-button room controller
- 133 – (offline as classroom)
- 138 – PC, Projector/screen, PTZ camera, DocCam (AverMedia), Extron push-button room controller
- 206 – PC, Sympodium, Projector/screen, Webcam, DocCam (AverMedia), DVD Player, Extron push-button room controller
- 207 – PC, SmartBoard, Webcam DocCam (AverMedia), DVD player
- 208 – SmartBoard, Webcam
- 211 – PC, Sympodium, Projector/screen, PTZ camera coming soon, Webcam, DocCam (AverMedia), DVD Player, Extron push-button room controller
- 212 – PC, Sympodium, Projector/screen, PTZ camera coming soon, Webcam, DocCam (Elmo), DVD/VCR, Extron push-button room controller
- 213 – PC, Sympodium, Projector/screen, DocCam (Hovercam), Extron push-button room controller
- 214 – PC, SmartBoard, Webcam
- 217 – PC, SmartBoard, Webcam, DocCam (AverMedia), DVD Player
- 221 – PC Projector/screen, PTZ camera coming soon, Webcam, DocCam (AverMedia), DVD/VCR, Extron push-button room controller
- 306 – PC, Projector/screen, Webcam DocCam (AverMedia), Extron push-button room controller
- 307 – PC, SmartBoard, Webcam DocCam (Hovercam), DVD Player, Lecture capture camera
- 308 – SmartBoard, Webcam, DVD/VCR
- 311 – PC, Projector/screen, DocCam (Hovercam), Extron push-button room controller

- 312 – PC, Projector/screen, PTZ camera, DocCam (Hovercam), Extron push-button room controller
- 313 – PC, Sympodium, Projector/screen, Webcam, DocCam (AverMedia), DVD Player, Extron push-button room controller
- 317 – PC, SmartBoard, PTZ camera, DocCam (Hovercam), DVD Player
- 321A – PC, BYOD (AppleTV), Projector/screen, PTZ camera coming soon, Webcam, DocCam (Hovercam), Extron push-button room controller
- 321B – PC, BYOD (AppleTV), Projector/screen, DocCam (Hovercam), Wireless Lavalier mic, Crestron touch-screen room controller
- 456 (Conference) – PC, Projector/screen, Wireless Lavalier mic, Conference phone

### **Student Services Center, Doc Bryan (SSC)**

- Lecture-hall – PC, Projector/screen, 3 – PTZ cameras, DocCam (Hovercam), DVD player, Blu-ray player, Crestron touch-screen room controller
- 133 – PC, Projector/screen, Blu-ray player, PTZ camera (front & rear facing), Crestron touch-screen room controller
- 242 – PC, Projector/screen, Webcam, Extron push-button room controller

### **Tomlinson (TOM)**

- 004 – PC, Projector/screen, Webcam, DocCam (Elmo), DVD/VCR, Extron push-button room controller
- 012 – PC, SmartBoard, Webcam, DVD/VCR
- 017 – PC, SmartBoard, Webcam, DVD/VCR, Crestron touch-screen room controller
- 102 – PC, SmartBoard, Smart Slate, DocCam (Hovercam), DVD/VCR, Extron push-button room controller
- 110 – PC, SmartBoard, Webcam, DocCam (Elmo), DVD/VCR
- 119 – PC, Projector/screen, PTZ camera coming soon, Webcam, DVD/VCR, Extron push-button room controller
- 121 – Projector, PTZ camera coming soon, Webcam, Extron push-button room controller
- 126 – PC, Projector/screen, Webcam, DocCam (Elmo), DVD/VCR

### **Williamson (WIL)**

- 125 – PC, Smartboard, BYOD (HDMI, VGA), Projector/screen, PTZ camera, DocCam (Hovercam), Crestron touch-screen room controller
- 201 – PC, BYOD (HDMI, VGA), Projector/screen, PTZ camera, DocCam (Hovercam), Crestron touch-screen room controller
- 202(new) – still in development
- 205 – PC, BYOD (HDMI, VGA), Projector/screen, PTZ camera, DocCam (Hovercam), Crestron touch-screen room controller

## Witherspoon (WPN)

- 101 (Band) – PC, Webcam/Boundary mic on a stand
- 111 – PC, Projector/screen, Webcam/Boundary mic on a stand, DocCam (Hovercam), DVD/VCR, Wireless lavalier mic, Crestron touch-screen room controller
- 113A (Conference) – PC, Projector/screen, DVD/VCR, Surround sound speakers
- 126 – PC, Projector/screen, PTZ camera coming soon, Webcam, Blu-ray player, 7.1 Surround sound system, Crestron touch-screen room controller
- 127 – Mac Pro, 80” Monitor, PTZ camera coming soon, Webcam, Blu-ray player, DVD, Crestron touch-screen room controller
- 128 – Mac Pro, Projector/screen, Webcam, Blu-ray player
- 164 – Mac Pro, Projector/screen, DVD/VCR, Extron push-button room controller
- 165 – Mac Pro, SmartBoard, DVD/VCR
- 166 – Mac Pro, Projector/screen, PTZ camera coming soon, Webcam, DVD/VCR, Extron push-button room controller
- 167 – Mac Pro, SmartBoard, DVD/VCR
- 168 – Mac Pro, SmartBoard, DVD/VCR
- 212 (Choir) – PC, Webcam/Boundary mic on a stand
- 238 – PC, Projector/screen, PTZ camera coming soon, Webcam,
- 241 – PC, Projector/screen, Webcam, DVD/VCR, Extron push-button room controller
- 273 – PC, Projector/screen, PTZ camera coming soon, Webcam, DVD/VCR, Extron push-button room controller
- 274 – PC, Projector/screen, PTZ camera coming soon, Webcam, DVD/VCR, Extron push-button room controller
- 275 – PC, Projector/screen, PTZ camera coming soon, Webcam, DVD/VCR, Extron push-button room controller
- 300 – PC, Projector/screen, Webcam on a stand, DocCam (Hovercam), DVD/VCR, Extron push-button room controller
- 315 – PC, BYOD (HDMI, VGA), Projector/screen, Webcam on a stand, DocCam (Hovercam)
- 334 – PC, Projector/screen, Webcam
- 335 – PC, Projector/screen, PTZ camera coming soon, Webcam
- 337 – PC, Projector/screen, Webcam, Extron push-button room controller
- 365 – PC, Projector/screen, Webcam, DocCam (Samsung), DVD/VCR, Extron push-button room controller

368 – PC, Projector/screen, PTZ camera, Webcam

## 404 El Paso

- Classroom – PC, Projector/screen, PTZ camera coming soon, Webcam

APPENDIX B

COMPLETED WORKFORCE ANALYSIS FORM FORTHCOMING



## APPENDIX C



July 11, 2023

To Whom It May Concern:

Please accept this letter as support for the proposed Master of Science in Counseling, at Arkansas Tech University. Arkansas Tech's proposed program, with both Rehabilitation Counseling and Clinical Mental Health Counseling tracks, addresses a significant need in Arkansas and the River Valley. Arisa Health is excited to hear Arkansas Tech University is taking steps to address the significant shortage of Certified Rehabilitation Counselors and Licensed Associate Counselors in Arkansas.

Arisa Health is the state designated non-profit Community Mental Health Center for 41 Counties across the state of Arkansas. This places us in a unique position to see how the lack of available qualified licensed professionals is impacting those with mental and cognitive disabilities in communities across the state. This shortage is most apparent in our rural communities and creates the undue hardships of travel, long wait times, and increased difficulty accessing care.

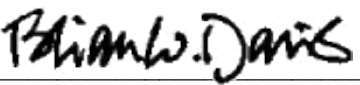
Successful graduates of the proposed program would be eligible to sit for the Certified Rehabilitation Counselor exam as well as the License Associate Counselor exam and application in Arkansas. Both licenses are regularly recruited and hired by Arisa Health. Arisa Health currently has many open positions for both licensures in the River Valley and across the state. Having a program in Russellville would bring new opportunities to partner with the University in the form of internships, community projects, and lead to the ultimate goal of providing more accessible quality care for those with disabilities and mental health needs in the River Valley and across the state.

***Arisa Health***

  
\_\_\_\_\_  
Vice President of Clinical Services

July 11, 2023

Date

  
\_\_\_\_\_  
Chief Clinical Officer

July 11, 2023

Date



Arkansas Tech University  
Dr. Erica L. Wondolowski, CRC  
215 W. O Street  
Russellville, AR 72801

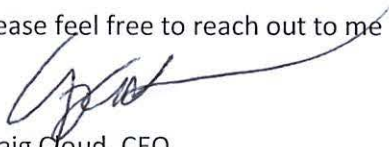
June 29, 2023

**Re: Letter of Support for Masters of Science in Counseling ATU**

Friendship Community Care would like to submit a letter of support for the Masters of Science in Counseling at Arkansas Tech University. This program would offer a track in both Rehabilitative Counseling and Clinical Mental Health Counseling. Arkansas Tech University is well known throughout the state and surrounding areas and also has a reputable Graduate School. The Rehabilitative Counseling track of this program would provide essential education opportunities for graduate level students to help meet the needs of individuals with disabilities and mental health challenges in the Arkansas River Valley area.

Friendship Community Care specializes in providing therapeutic supports and services to children and adults with disabilities that enable them to live a more independent lifestyle. We have potential job opportunities available for successful graduates of the Master of Science in Counseling program at Arkansas Tech University. These opportunities range from full-time to part-time positions with competitive salaries and company benefit plans. Our organization recognizes the need in our community for both mental health counseling and rehabilitative counseling. Successful graduates of Arkansas Tech's Graduate Counseling program would assist in providing this support and help close the gap on these services in our region.

Please feel free to reach out to me with any questions.



Craig Cloud, CEO

Friendship Community Care

[www.fccare.org](http://www.fccare.org)

P.O. Drawer 2109 | 920 University Drive | Russellville, AR 72811/72801 | (479) 967-2322 | (800) 461-1793 | Fax: (479) 967-2876



Friendship Community Care, Inc. is in compliance with Titles VI and VII of the Civil Rights Act and operates, manages, and delivers its services without regard to sex, age, race, color, national origin, or disability. An Equal Opportunity Employer.





## Administration

P.O. Box 1070  
Conway, Arkansas 72033

phone: 501-327-5234  
fax: 501-548-6432

July 13, 2023

To Whom It May Concern:

I am a member of the advisory board for Arkansas Tech Rehab Services. I understand they are looking at developing a mental health/rehabilitation counseling master's program. I am very excited about them starting this program!

I am the Executive Director of Independent Living Services located in Conway, we serve individuals with developmental disabilities in Central Arkansas. I have worked at Independent Living Services for 21 years. There is a great need for additional mental health services especially counselors in this area. Arkansas Tech University having a Master's program in mental health / rehabilitation counseling would be an enormous benefit to the individuals I serve and the entire community.

Please let me know if you have any questions or need any additional information. You can reach me at 501-327-5234 x 301 or [elissa@indliving.org](mailto:elissa@indliving.org).

Thank you,

A handwritten signature in blue ink that reads "Elissa Douglas".

Elissa Douglas  
Executive Director  
Independent Living Services, Inc.



## APPENDIX D

### 2023 GRADUATE PROGRAM INTEREST SURVEY (n = 35)

If This Program Were to Be Developed in The Next 3-5 Years, How Likely Is It That You Would Enroll at Tech To Complete The Program?	Why/Why Not?
2	I'm going to be done with school/a graduate program before then.
3	I want to complete grad school before entering a professional field. I want to ensure that I am more multiculturally competent to prevent compassion fatigue. Lastly, I will do these things.
3	I may not go to grad school.
3	Close to home, familiar with the campus, would probably be more affordable than other universities.
3	I would already be in a different program.
3	
3	
3	Depends on whether I choose to go to grad school in the future or not.
3	working towards psychology, mental health counselor.
3	If there is a combination of Rehab and mental Health, I would love to enroll.
3	Though I have a different major (Psychology), a master's program sounds intriguing for rehab.
3	Mental Health
3	3-5 years is past my original graduation date, but I would be interested if it were sooner.
4	I am applying to the OTA program, but if I don't get in then this would be a great opportunity.
4	I am wanting to go into counseling, and it would be great to have a program here I could enroll in.
4	I do not plan on going to graduate school farther away from Russellville after graduating, so if this is developed in a few years I would more than likely enroll.
4	I really enjoy the faculty and think they are amazing so I think I would be comfortable with them.
4	I would like to complete a program for mental health counseling if offered and possibly rehab counseling.
4	Would like to pursue mental health option.
4	I want to go into HR now, but I was a rehab sci major - I had to switch when I turn to all-virtual Tech.
4	This is one of the programs I've been considering, and I'd prefer to stay at Tech to do so.
4	Because why would I go somewhere else if Tech already has it.
4	It would be convenient to be able to continue my education where I started. The Rehab Science professors are very amazing people, and I would enjoy furthering my education here.
4	The affordability is pretty high at ATU and since I already have a connection to ATU.
4	I plan on going to grad school eventually, I would love for it to be here.

4	Living in Russellville, this would be a great opportunity.
4	To further my education at the same program.
4	I enjoy the professors in the RS program.
4	If online, definitely.
4	Best possible education for OT/PT
5	I have grown to appreciate the way ATU has professors who go above and beyond for their students. I'm sure ATU will continue the cycle for graduate school.
5	I am already familiar with the campus, and I'd love to still choose ATU if it were an option.
5	This would be a wonderful way to complete a program from home with a campus that I already know and comfortable with. This would be Great!
5	
5	Getting my master's close to home would be a great idea.

Likelihood That You Would Enroll at Tech?	Count (%) of Would you come to Tech?
<b>“Probably Yes”</b>	17 (49%)
“Maybe”	12 (34%)
“Definitely Yes”	5 (14%)
“Probably Not”	1 (3%)
<b>Grand Total</b>	<b>35 (100%)</b>

Modality Type?	Count (%) of Modality?
<b>Hybrid/Hy-Flex</b>	13 (37%)
In-Person	10 (29%)
Online	9 (25%)
In-Person or Online	2 (6%)
Online or Hybrid/Hy-Flex	1 (3%)
<b>Grand Total</b>	<b>35 (100%)</b>

## APPENDIX E

# ATU Course Evaluation System

[Main Menu](#)[Course Evaluation](#)

Please consider all of the following when filling out this course evaluation:

- Questions marked with a \* are **required** for submission of your course evaluation.
- For questions that specify to *Check all that apply*, PC Users can hold **Ctrl + click** to *select multiple answers*. Mac Users can hold **Command + click** to *select multiple answers*.
- Questions that begin with an instructors' name in parenthesis are questions relating directly to that particular instructor and the same question will repeat for each instructor in a course.

For any questions or concerns you may have about this course evaluation, please contact the Office of Institutional Research & Effectiveness at [ir@atu.edu](mailto:ir@atu.edu).

Welcome **Andrew Stadler**, The details of your course and your course evaluation are located below. Please scroll down to get started!

Term	CRN	Subject Code	Course Number	Section Number	Course Title	Instructor
Summer Term 2023	40096	CIS	1233	TC1	SYSTEM ANALYSIS & DESIGN	Rudolph, Bradley K.

How often did you attend this course? \*

Always  
 Frequently  
 Rarely  
 Never

On average, how many hours per week did you spend on this course outside of class (Examples: homework, readings, reviewing notes, completing weekly assignments, etc.)? \*

0 hours  
 1-3 hours  
 4-6 hours  
 7-10 hours  
 more than 10 hours

How satisfied were you with your effort in this course? \*

Very Satisfied  
 Satisfied  
 Unsure  
 Dissatisfied  
 Very Dissatisfied

What is your expected grade in this course? \*

A  
 B  
 C  
 D  
 F  
 Course Not Graded

What could you have done to be a more effective learner in this course?



Did you utilize resources outside the classroom for this course (Examples: writing lab, advising center, tutoring, or other similar resources)? \* ?

Yes  
 No  
 None Available

Did you have access to (rent, purchase, or borrow) the required course materials (Examples: textbook, online access code, etc.)? \* ?

Yes  
 Some  
 No  
 None Required

The required course materials were valuable to my success in this course. \* ?

Strongly Agree  
 Agree  
 Neutral  
 Disagree  
 Strongly Disagree

Did the instructor(s) provide supplemental materials (Examples: handouts, visuals, online resources, etc.)? \* ?

Yes  
 No

Did the physical space the course was held in (Examples: classroom, lecture hall, laboratory, etc.) negatively impact your learning? \* ?

Yes  
 No  
 Online/Not Applicable

I sought the instructor out for assistance (Examples: after class, office hours, email, phone, etc.) \* ?

Yes  
 No

(Bradley K. Rudolph) When I had questions or needed assistance, my instructor was available. \* ?

Strongly Agree  
 Agree  
 Neutral  
 Disagree  
 Strongly Disagree

When I had questions or needed assistance, the instructor was willing to help. \* ?

Yes  
 No  
 I did not seek out assistance

(Bradley K. Rudolph) The instructor incorporated examples that furthered my understanding of course topics. \* ?

Strongly Agree  
 Agree  
 Neutral  
 Disagree  
 Strongly Disagree

(Bradley K. Rudolph) The instructor communicated guidelines and expectations clearly, and evaluated work accordingly. \* ?

Strongly Agree  
 Agree  
 Neutral  
 Disagree  
 Strongly Disagree

(Bradley K. Rudolph) The instructor was well-organized and prepared for class. \* ?

<input type="radio"/>	Strongly Agree
<input type="radio"/>	Agree
<input type="radio"/>	Neutral
<input type="radio"/>	Disagree
<input type="radio"/>	Strongly Disagree

(Bradley K. Rudolph) The instructor demonstrated a clear understanding of course topics. \* ?

<input type="radio"/>	Strongly Agree
<input type="radio"/>	Agree
<input type="radio"/>	Neutral
<input type="radio"/>	Disagree
<input type="radio"/>	Strongly Disagree

(Bradley K. Rudolph) The instructor provided timely feedback on assignments, tests, or discussions. \* ?

<input type="radio"/>	Strongly Agree
<input type="radio"/>	Agree
<input type="radio"/>	Neutral
<input type="radio"/>	Disagree
<input type="radio"/>	Strongly Disagree

(Bradley K. Rudolph) The instructor acted in a professional manner and treated students with respect. \* ?

<input type="radio"/>	Strongly Agree
<input type="radio"/>	Agree
<input type="radio"/>	Neutral
<input type="radio"/>	Disagree
<input type="radio"/>	Strongly Disagree

(Bradley K. Rudolph) The instructor created an environment that was conducive to learning. \* ?

<input type="radio"/>	Strongly Agree
<input type="radio"/>	Agree
<input type="radio"/>	Neutral
<input type="radio"/>	Disagree
<input type="radio"/>	Strongly Disagree


(Bradley K. Rudolph) The instructor was proficient in English. \* ?

<input type="radio"/>	Strongly Agree
<input type="radio"/>	Agree
<input type="radio"/>	Neutral
<input type="radio"/>	Disagree
<input type="radio"/>	Strongly Disagree


(Bradley K. Rudolph) Please rate your instructor's overall performance ?

<input type="radio"/>	Excellent
<input type="radio"/>	Very Good
<input type="radio"/>	Good
<input type="radio"/>	Poor
<input type="radio"/>	Very Poor


What were the strengths of this course?

	
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Do you have any constructive suggestions on improving this course?

	
---	--

(Bradley K. Rudolph) Do you have any additional comments about the instructor?

	
---	--

Actions



## APPENDIX F

[Erica L. Wondolowski](mailto:Erica.L.Wondolowski)  
1505 North Boulder Ave.  
Browning Hall 301  
Russellville, AR 72801  
(479) 968-0461  
[ewondolowski@atu.edu](mailto:ewondolowski@atu.edu)

### Education

- August 2011 – May 2015 Ph.D., Rehabilitation Counselor Education  
Michigan State University, East Lansing, MI  
Dissertation: A Phenomenological Inquiry into the Family  
Members' Experience of Having an Adult Member  
with A Traumatic Brain Injury Within the First Three  
Years
- August 2009 – May 2011 M.S., Rehabilitation and Counseling Services  
Springfield College, Springfield, MA  
Thesis: The Relationship Between Quality of Life and Social  
Distance: An Inquiry of Individuals with Psychiatric  
Illnesses and Substance Abuse Issues
- August 2003 – May 2007 B.A., Psychology; Minor – Sociology  
Eastern Connecticut State University, Willimantic, CT

### Teaching Experience

#### *Undergraduate Teaching Assignments*

- Summer 2023 RS 2163: Introduction to Addictions; 1 Online Section  
RS 3143: Rehabilitation Science Seminar – Disability and the  
Family; 1 Online Section  
RS 4194: Field Placement Experiences; 1 Virtual Conference  
Section  
RS 4012: Internship in Rehabilitation Science; 1 Online Section
- Spring 2023 RS 3123: Ethics and Professional Development; 1 In-Person  
Section  
RS 3133: Diversity and Inclusion in Human Services; 1 In-Person  
Section  
RS 4023: Case Management Strategies; 1 In-Person Section
- Fall 2022 RS 3123: Ethics and Professional Development; 1 In-Person  
Section  
RS 3133: Diversity and Inclusion in Human Services; 1 In-Person  
Section  
RS 3153: Assistive Technology in Rehabilitation Settings; 1 In-  
Person Section  
RS 4023: Case Management Strategies; 1 In-Person Section
- Summer 2022 RS 2163: Introduction to Addictions; 1 Online Section  
RS 3143: Rehabilitation Science Seminar – Humor and Disability;  
1 Online Section
- Spring 2022 RS 3133: Diversity and Inclusion in Human Services; 1 In-Person  
Section  
RS 3143: Rehabilitation Science Seminar – Universal Design; 1

In-Person Section

- RS 4023: Case Management Strategies; 1 In-Person Section
- Fall 2021 RS 3133: Diversity and Inclusion in Human Services; 1 In-Person Section  
RS 3153: Assistive Technology in Rehabilitation Settings; 1 In-Person Section  
RS 3203: Interviewing Skills; 1 In-Person Section
- Summer 2021 RS 3143: Rehabilitation Science Seminar – Disability and the Family; 1 Online Section  
RS 2163: Introduction to Addictions; 1 Online Section
- Spring 2021 RS 2003: Introduction to Rehabilitation Services; 1 Virtual Conference Section  
RS 3133: Diversity and Inclusion in Human Services; 1 Virtual Conference Section  
RS 3143: Rehabilitation Science Seminar – Surviving Burnout; 1 Online Section  
RS 4023: Case Management Strategies; 1 Virtual Conference Section
- Fall 2020 RS 2003: Introduction to Rehabilitation Services; 1 Online Section  
RS 3133: Diversity and Inclusion in Human Services; 1 Online Section  
RS 3153: Assistive Technology in Rehabilitation Settings; 1 Online Section  
RS 3204: Interviewing Skills; 1 Online Section
- Summer 2020 RS 3143: Rehabilitation Science Seminar – Disability and the Family; 1 Online Section  
RS 2163: Introduction to Addictions; 1 Online Section
- Spring 2020 RS 2003: Introduction to Rehabilitation Services; 1 In-Person Section  
RS 3133: Diversity and Inclusion in Human Services; 1 In-Person Section  
RS 4023: Case Management Strategies; 1 In-Person Section  
RS 4123: Survey of Counseling Theories; 1 Online Section
- Fall 2019 RS 2003: Introduction to Rehabilitation Services; 1 In-Person Section  
RS 3133: Diversity and Inclusion in Human Services; 1 In-Person Section  
RS 3153: Assistive Technology in Rehabilitation Settings; 1 In-Person Section  
RS 3203: Interviewing Skills; 1 In-Person Section  
RS 4953: Undergraduate Research in Rehabilitation Science – Research Assistant: Sex and Disability; 1 In-Person Section (1 Student)
- Summer 2019 RS 3143: Rehabilitation Science Seminar – Disability and the Family; 1 Online Section  
RS 3143: Rehabilitation Science Seminar – Burnout; 1 Online Section

- Spring 2019
- RS 4163: Introduction to Addictions; 1 Online Section
  - RS 2003: Introduction to Rehabilitation Services; 1 In-Person Section
  - RS 3133: Diversity and Inclusion in Human Services; 1 In-Person Section
  - RS 3143: Rehabilitation Science Seminar – Intimate Relationships and Disability; 1 In-Person Section
  - RS 3143: Rehabilitation Science Seminar – Universal Design; 1 In-Person Section
  - RS 4993: Special Problems – Diversity and Inclusion; 1 Online Section (1 Student)
  - RS 4993: Special Problems – Case Management Strategies; 1 Online Section (1 Student)
- Fall 2018
- RS 2003: Introduction to Rehabilitation Services; 1 In-Person Section
  - RS 3133: Diversity and Inclusion in Human Services; 1 In-Person Section
  - RS 3143: Rehabilitation Science Seminar – Disability and the Family; 1 Online Section
  - RS 3203: Interviewing Skills; 1 In-Person Section
  - RS 4993: Special Problems – Case Management Strategies; 1 Online Section (3 Students)
- Summer 2018
- RS 3143: Rehabilitation Science Seminar – Families and Disabilities; 1 Online Section
  - RS 4163: Introduction to Addictions; 1 Online Section
  - RS 4993: Special Problems - Case Management Strategies; 1 Online Section (2 Students)
- Spring 2018
- RS 3133: Diversity and Inclusion in Human Services; 1 In-Person Section
  - RS 3203: Interviewing Skills; 1 In-Person Section
  - RS 4023: Case Management Strategies; 1 In-Person Section
  - RS 4123: Survey of Counseling Theories; 1 Online Section
- Fall 2017
- RS 2003: Introduction to Rehabilitation Services; 1 In-Person Section
  - RS 3133: Diversity and Inclusion in Human Services; 1 In-Person Section
  - RS 3143: Rehabilitation Science Seminar – Intimacy and Disabilities; 1 In-Person Section
  - RS 3203: Interviewing Skills; 1 In-Person Section
  - RS 4991: Undergraduate Research in Rehabilitation Science – Research Poster on Sex and Disabilities; 1 In-Person Section (1 Student)
  - RS 4994: Undergraduate Research in Rehabilitation Science – Attitudes Toward Sex and Disabilities by Pre-Allied Health Majors; 1 In-Person Section (1 Student)
- Summer 2017
- RS 3143: Rehabilitation Science Seminar – Disability and the Family; 1 Online Section
- Spring 2017
- RS 2003: Introduction to Rehabilitation Services; 2 In-Person

Sections

- RS 3023: Principles and Techniques; 1 In-Person Section  
RS 3123: Ethics in Human Services; 1 In-Person Section  
RS 4993: Special Problems – Study of Microexpressions; 1 In-Person Section (1 Student)  
RS 4994: Special Problems – Sex and Intellectual Disability; 1 In-Person Section (1 Student)
- Fall 2016
- RS 3023: Principles and Techniques; 2 In-Person Sections  
RS 3133: Diversity and Inclusion in Human Services; 1 In-Person Section  
RS 4024: Field Placement in Rehabilitation Science; 1 In-Person Section  
RS 4034: Field Placement Related to Vocational Rehabilitation; 1 In-Person Section  
RS 4044: Field Placement Related to Aging; 1 In-Person Section  
RS 4054: Field Placement Related to Corrections; 1 In-Person Section  
RS 4064: Field Placement Related to Social Services; 1 In-Person Section  
RS 4074: Field Placement for Psychology and Sociology Majors; 1 In-Person Section  
RS 4084: Field Placement Related to Child Welfare Services; 1 In-Person Section  
RS 4094: Field Placement in Addictions; 1 In-Person Section
- Summer 2016
- RS 3073: Organization and Structure in the Rehabilitation Human Services Settings; 1 Online Section  
RS 4163: Substance Abuse; 1 Online Section
- Spring 2016
- RS 2003: Introduction to Rehabilitation Services; 1 In-Person Section  
RS 3023: Principles and Techniques; 1 In-Person Section  
RS 3133: Multicultural Issues in Human Services; 1 In-Person Section  
RS 4024: Field Placement in Rehabilitation Science; 1 In-Person Section  
RS 4034: Field Placement Related to Vocational Rehabilitation; 1 In-Person Section  
RS 4044: Field Placement Related to Aging; 1 In-Person Section  
RS 4054: Field Placement Related to Corrections; 1 In-Person Section  
RS 4064: Field Placement Related to Social Services; 1 In-Person Section  
RS 4074: Field Placement for Psychology and Sociology Majors; 1 In-Person Section  
RS 4084: Field Placement Related to Child Welfare Services; 1 In-Person Section  
RS 4094: Field Placement in Addictions; 1 In-Person Section

Fall 2015	RS 2003: Introduction to Rehabilitation Services; 1 In-Person Section RS 3023: Principles and Techniques; 1 In-Person Section RS 3073: Organization and Structure in Human Service Settings; 1 In-Person Section RS 4024: Field Placement in Rehabilitation Science; 1 In-Person Section RS 4034: Field Placement Related to Vocational Rehabilitation; 1 In-Person Section RS 4044: Field Placement Related to Aging; 1 In-Person Section RS 4054: Field Placement Related to Corrections; 1 In-Person Section RS 4064: Field Placement Related to Social Services; 1 In-Person Section RS 4074: Field Placement for Psychology and Sociology Majors; 1 In-Person Section RS 4084: Field Placement Related to Child Welfare Services; 1 In-Person Section RS 4094: Field Placement in Addictions; 1 In-Person Section
Spring 2015	CEP 470: Disability in a Diverse Society; 2 In-Person Sections
Fall 2014	CEP 261: Substance Abuse; 1 In-Person Section CEP 470: Disability in a Diverse Society; 1 In-Person Section
Spring 2014	CEP 261: Substance Abuse; 1 In-Person Section CEP 460: Communication Skill Training for the Helping Professional; 1 In-Person Section
Fall 2013	CEP 460: Communication Skill Training for the Helping Professional; 1 In-Person Section
Summer 2013	CEP 261: Substance Abuse; 1 Online Section
Spring 2013	CEP 261: Substance Abuse; 2 In-Person Sections
Fall 2012	CEP 261: Substance Abuse; 1 In-Person Section and 1 Online Section
Spring 2012	CEP 261: Substance Abuse; 1 In-Person Section
Fall 2011	CEP 261: Substance Abuse; 1 In-Person Section

***Graduate Level Teaching Assignments***

Summer 2014	CEP 944D: Clinical Supervision Practicum – Supervised one (1) Master’s level student throughout their practicum field experience; voluntary position
Spring 2014	CEP 871: Cognitive and Psychological Aspects of Disability – Guest Lecturer on Schizophrenia
Fall 2013	CEP 873: Employment Strategies for Individuals with a Disability

– Guest Lecturer on Employment Opportunities for  
Rehabilitation Counselors

- Summer 2013                    CEP 944D: Clinical Supervision Practicum – Supervised three (3)  
Master’s level students throughout their practicum field  
experience
- Spring 2013                    CEP 871: Cognitive and Psychological Aspects of Disability –  
Guest Lecturer on Schizophrenia
- Spring 2012                    CEP 871: Cognitive and Psychological Aspects of Disability –  
Guest Lecturer on Schizophrenia

***Invited Guest Lecturing***

- Fall 2018                    SOC 3013: Psychosocial Aspects of Death and Dying; Guest  
Lecturer on Ambiguous Loss Theory
- Fall 2015                    RS 3163: Addictions Assessment, Planning and Treatment  
Strategies - Guest Lecturer on Krokodil

***Student Project Supervision***

- Summer 2019 -                    **Senior Honors Thesis: The Effects of Varying Factors on**  
Fall 2019                    **Physical Therapy Treatment Time.**

**Research, Publications and Manuscripts**

***Research***

**Current Empirical Research Project: Pre-Allied Health Majors’ Comfort and  
Preparation in Addressing Sexual Health with Persons with Disabilities.**

A quantitative examination of the comfort levels and perception of preparation that  
undergraduate students who are majoring in pre-allied health fields feel in addressing  
topics of a sexual nature with persons who have disabilities. Approved IRB# 112217;  
Amended Approval IRB# 092319 (ex 09-23-22).

**Dissertation: A Phenomenological Inquiry into the Family Members' Experience of  
Having an Adult Member with A Traumatic Brain Injury Within the First Three Years**

A phenomenological examination of nuclear family members’ initial experiences of  
traumatic brain injury occurring within the family system. Six themes were identified and  
aligned with six of seven posited assumptions of ambiguous loss theory.  
Completed in April 2015.

**Apprenticeship: Organizational Approaches towards Family Caregiver Integration into  
the Rehabilitation Process of Adults with a Traumatic Brain Injury**

A qualitative inquiry into a single traumatic brain injury rehabilitation organization’s  
methods of family member integration into the rehabilitation process. Six prominent  
themes emerged.  
Completed in May 2013.

***Publications***

- Wondolowski, E. L.** (2022). Basic constructs of ethics. In J. F.  
Stano (Ed.), [\*Ethics in Rehabilitation Counseling: A Case Study Approach\*](#) (2<sup>nd</sup> ed.).  
Aspen Professional Services.

- Wondolowski, E. L.** (2022). The common moral system. In J. F. Stano (Ed.), *Ethics in Rehabilitation Counseling: A Case Study Approach* (2<sup>nd</sup> ed.). Aspen Professional Services.
- Wondolowski, E. L.** (2022). Resolving ethical issues. In J. F. Stano (Ed.), *Ethics in Rehabilitation Counseling: A Case Study Approach* (2<sup>nd</sup> ed.). Aspen Professional Services.
- Stevens, R. L., **Wondolowski, E. L.**, & Wilson, G. A. (2021). Navigating the unique landscape of clients who identify as LGBTQ+ in vocational rehabilitation: A social justice primer. *Journal of Applied Rehabilitation Counseling*, 51(4), 304-322. <http://doi.org/10.1891/JARC-D-20-00022>
- Wondolowski, E. L.**, Lizotte, M., & Lund, E. (2021). Career counseling for LGBT+ clients. In R.R. Sametz and M. Joseph (Eds.), *Career Counseling: A Holistic View of Lifespan & Special Populations*. Cognella, Inc.
- McCarthy, T. P., Accordino, M. P., **Wondolowski, E.**, & Bishop, L. (2016). Comparing traditional and distance formats of a psychiatric rehabilitation course. *Rehabilitation Research, Policy, and Education*, 30(3), 215-229. <http://doi.org/10.1891/2168-6653.30.3.215>
- Stano, J. F., **Wondolowski, E. L.**, & Stano, K. E. (2016). Basic constructs of ethics. In J. F. Stano (Ed.), *Ethics in Rehabilitation Counseling: A Case Study Approach*. Aspen Professional Services.
- Stano, J. F., Diamond, S., & **Wondolowski, E. L.**, & Stano, K. E. (2016). The common moral system. In J. F. Stano (Ed.), *Ethics in Rehabilitation Counseling: A Case Study Approach*. Aspen Professional Services.
- Wondolowski, E. L.** (2015). *A phenomenological inquiry into the family members' experience of having an adult member with a traumatic brain injury within the first three years*. (Doctoral dissertation). ProQuest, LLC. (UMI 3700401)
- Wondolowski, E.**, Accordino, M., & Halpin, B. (2011). Epidemiology for substance abuse. In J.F. Stano (Ed.), *Substance Abuse: Treatment and Rehabilitation*. Aspen Professional Services.
- Wondolowski, E.**, Stano, J., & Stano, K. (2011). Pathological gambling. In J. F. Stano (Ed.), *Substance Abuse: Treatment and Rehabilitation*. Aspen Professional Services.

#### ***Forthcoming/Accepted Manuscripts***

- Wondolowski, E. L.**, & Manninen Luse, M., Lewicki, T., & Webster, D. J. (Accepted - In Revisions). Stigma, disabilities, and families. In J. F. Stano (Ed.), *Disability Stigma*. Aspen Professional Services.
- Wondolowski, E. L.**, Park, J., & Levine, A. (Accepted - In Revisions). Influence of media to perpetuate stigma including social media visibility. In J. F. Stano (Ed.), *Disability Stigma*. Aspen Professional Services.

#### ***Manuscripts in Process***

- Wondolowski, E. L.** Family adaptation to a member's traumatic brain injury: The application of ambiguous loss theory.
- Wondolowski, E. L.** Options for intimate relationship treatment planning: Increasing QOL through clinical knowledge and comfort.

## Presentations

### *Local*

- Wondolowski, E. L.** Neurodiversity 101. Oral training and discussion for the Student Affairs Division of Arkansas Tech University in Russellville, AR, May 2023.
- Johnson, A., Leavell, A., Stevens, R., & **Wondolowski, E. L.** Teaching with accommodations. Virtual panel presentation and discussion for the Arkansas Tech University's Center for Excellence in Teaching and Learning in Russellville, AR, October 2021.
- Wondolowski, E. L.,** & Stevens, R. L. Considerations when working with our LGBTQ+ youth. Oral training and discussion for the River Valley Child Advocacy Center in Russellville, AR, July 2021.
- Wondolowski, E. L.** Building a universally designed course: Ensuring inclusion for all students. Virtual presentation for the Arkansas Tech University's Center for Excellence in Teaching and Learning Spring Professional Development Day in Russellville, AR, May 2021.
- Wondolowski, E. L.** Defined by potential – not limitations. Disability success stories and resource seminar panelist for the Arkansas Tech University's Office of Diversity, Inclusion, and Contemporary Student Services in Russellville, AR, April 2021.
- Wondolowski, E. L.,** & Clair, E. Workshop on faculty well-being and academia. Virtual presentation and discussion for the Arkansas Tech University's Wellbeing Series in Russellville, AR, January 2021.
- Brooks, D., Lasker-Scott, T., **Wondolowski, E.,** & Leavell, A. Arkansas Tech University strategic plan on inclusive excellence 2019-2022. Oral presentation to the Executive Committee of Arkansas Tech University in Russellville, AR, October 2019.
- Lasker-Scott, T., Moss, J., Robertson, J., Swindell, B., Wahsheh, L. A., & **Wondolowski, E. L.** Doctoral discussion panel. Panel presentation and discussion for the Arkansas Tech University Graduate College in Russellville, AR, September 2019.
- Wondolowski, E. L.** Diversity within our community: Applications for law enforcement officials. Oral presentation at the Crisis Intervention Training in Russellville, AR, August 2019.
- Wondolowski, E. L.,** Etzel, B., Fraser, L., Killingsworth, J., Lasker-Scott, T., & Spicer, J. Leadership tech project: Accessible campus map. Oral presentation to the Executive Committee of Arkansas Tech University in Russellville, AR, June 2019.
- Wondolowski, E. L.** Microaggressions in counseling and psychotherapy. Mock class for the First-Generation Student Institute at Arkansas Tech University in Russellville, AR, June 2019.
- Wondolowski, E. L.** The client in context. Oral presentation at the Arkansas Tech University Health and Wellness Center's Network Luncheon in Russellville, AR, June 2019.
- Eschelman, D., Johnson, A., & **Wondolowski, E. L.** Diversity and inclusion in the classroom. Panel presentation and discussion at the New Faculty Academy in Russellville, AR, February 2017.
- Wondolowski, E. L.** Understanding the "at-risk" child. Oral presentation at the Age to Age "Who They Are" Workshop in Russellville, AR, October 2016.
- Wondolowski, E. L.** Sexual health and intellectual disability: Facilitation in the residential



setting. Oral training presentation at Friendship Community Care in Russellville, AR, October 2016.

**Wondolowski, E. L.** Universal design and inclusion: Facilitating success in the classroom. Oral seminar presentation at the ATU Teaching Innovation Conference in Russellville, AR, May 2016.

### *State*

Stevens, R. L., & **Wondolowski, E. L.** The development of an LGBTQ+ knowledge repository for rehabilitation counselors/educators. Oral Presentation at the 2020 Arkansas Rehabilitation Association Virtual Conference, accepted for October 2020.

**Wondolowski, E. L.** Ambiguous loss: Grief in a time of uncertainty. Oral seminar presentation at the 2018 Arkansas Counseling Association Conference in Hot Springs, AR, October 2018.

**Wondolowski, E. L.** Navigating technological turmoil: Counselor ethics and the world wide web. Oral seminar presentation at the 2016 Arkansas Rehabilitation Association's Southwest Regional Training Conference in Hot Springs, AR, May 2016.

**Wondolowski, E. L.** Increasing client QOL through clinician comfort with intimate relationship options. Oral seminar presentation at the 2016 Arkansas Rehabilitation Association's Southwest Regional Training Conference in Hot Springs, AR, May 2016.

**Wondolowski, E. L.** Organization-based family integration into the rehabilitation process of adults with a TBI. Poster Presentation at the 2014 Sixth Annual Michigan State University Graduate Academic Conference in East Lansing, MI, March 2014.

Lewicki, T., **Wondolowski, E. L.**, & Landon, T. Ethics at the speed of technology. Oral Presentation at the 2013 Re:Con Conference in Traverse City, MI, November 2013

### *Regional*

Hickerson, P., & **Wondolowski, E. L.** The sexuality and intimacy of persons with disabilities: Deviance, inalienable right, or opportunity for trauma? Oral Presentation at the 5<sup>th</sup> Annual Social Justice Symposium in Tulsa, OK, October 2015.

### *National*

Wondolowski, E. L., & Gordon, D. Maximizing digital badging for disability competency and advocacy. Accepted oral presentation for the National Rehabilitation Counseling Association and Arkansas Rehabilitation Professionals Association Joint Conference in Little Rock, AR, September 2023.

Stevens, R. L., & **Wondolowski, E. L.** Walking on sunshine vs. walking on eggshells: Acknowledging bias when working with LGBTQIA+ clients. Virtual training presentation for the Project E3: Vocational Rehabilitation Technical Assistance Center for Target Communities, May 2021.

Willmering, P., Stevens, R. L., **Wondolowski, E. L.**, & Wiebold, J. Everyday heroes, humor and disability. Panel Discussion at the 2021 Association of Applied and Therapeutic Humor Virtual Conference, May 2021.

Stevens, R. L., **Wondolowski, E. L.**, & Wilson, G. A. The development of an LGBTQ+ knowledge repository for rehabilitation counselors and educators. Poster Presentation at the 2020 Spring National Council on Rehabilitation Education Virtual Conference, June-July 2020.

**Wondolowski, E. L.**, & Stevens, R. Generating interest and investment: The use of seminar

- courses in Rehabilitation Science programs. Poster Presentation at the 2019 Spring National Council on Rehabilitation Education Conference in San Diego, CA, April 2019.
- Wondolowski, E. L.** Options for intimate relationship treatment planning: Increasing QOL through clinical knowledge and comfort. Oral seminar presentation at the 2016 Spring NCRE Conference in Newport Beach, CA, April 2016.
- Wondolowski, E. L.** Applying ambiguous loss theory to the family of persons with a TBI. Oral Presentation at the 2015 Fall NCRE/RSA/CSAVR Conference in Arlington, VA, October 2015.
- Wondolowski, E. L., & Hickerson, P.** Considerations for assistive technology and accommodations in the sexual expression of persons with physical disabilities. Poster Presentation at the 2015 Fall NCRE/RSA/CSAVR Conference in Arlington, VA, October 2015.
- Wondolowski, E. L.** Organization-based family integration into the rehabilitation process of adults with a TBI. Poster Presentation at the 2014 Spring NCRE Conference in Manhattan Beach, CA, March 2014
- Wondolowski, E. L., & Lizotte-McKnight, M.** The implementation and ethical implications of distance supervision. Oral Presentation at the 2014 Spring NCRE Conference in Manhattan Beach, CA, March 2014
- Lewicki, T., **Wondolowski, E. L., & Van Ham, R.** Enhancing rehabilitation counseling: Social epidemiological-infused knowledge translation. Oral Presentation at the 2012 NCRE/RSA/CSAVR Conference in Arlington, VA, October 2012.

### **Funding**

February 2019

#### **ATU Professional Development Grant**

National Council on Rehabilitation Education (NCRE) Spring Conference

- “Generating Interest and Investment: The Use of Seminar Courses in Rehabilitation Science Programs”

February 2016

#### **ATU Professional Development Grant**

National Council on Rehabilitation Education (NCRE) Spring Conference

- “Intimate Relationship Treatment Plan Considerations: Increasing QOL through Clinical Knowledge and Comfort”

### **Professional Work Experience**

August 2021 – Present

**Associate Professor – Tenured.** Arkansas Tech University; Russellville, AR

- Full time, tenure track associate professor in the Department of Behavioral Sciences.
- Teach undergraduate level courses pertaining to rehabilitation science and disability studies using

online, mixed technology, and face to face modalities.

- Advise and mentor students in the Rehabilitation Science program
- Develop new courses for the Rehabilitation Science program in the areas of Universal Design, Intimate Relationships and Disability, and Disability and the Family.

May 2021 – Present

**Rehabilitation Sciences Program Director.** Arkansas Tech University; Russellville, AR

- Oversee programmatic activities
- Evaluate and ensure adherence to accreditation standards
- Serve as first line conflict resolution between faculty and students in the Rehabilitation Science program
- Develop semester schedule of courses for the Rehabilitation Science program
- Advocate for faculty and student needs within the program to those entities that may be able assist.

August 2015 – August 2021

**Assistant Professor – Tenure Track.** Arkansas Tech University; Russellville, AR

August 2013 - May 2015

**Teaching Assistant Coordinator.** Michigan State University; East Lansing, MI.

- Oversaw the performance of fifteen teaching assistants, under the supervision of the faculty on record for the Rehabilitation Counselor Education program in the Department of Counseling, Educational Psychology and Special Education
- Processed override requests from students and faculty
- Collaborated with several offices within the department to complete override requests, academic complaints and class scheduling.
- Held teaching assistant orientation and other trainings as needed
- Maintained records pertaining to classroom composition, enrollment, and course drop rates for the department
- Troubleshoot various issues teaching assistants may encounter including academic dishonesty, attendance concerns, pedagogical questions, and technological problems with the online course platforms

August 2011 – August 2012

**Research Assistant.** Michigan State University; East

Lansing, MI.

- Developed briefings to disseminate findings to Michigan Rehabilitation Services
- Triangulated qualitative data to identify themes
- Ran analyses utilizing SPSS software to examine quantitative data

January - August 2011

**Vocational Counselor Intern.** State of Massachusetts – Massachusetts Rehabilitation Commission; Greenfield, MA.

- Managed a caseload of 30 individuals under supervision
- Developed vocational rehabilitation plans
- Interacted with local area businesses in order to coordinate services for clients
- Initiated assistive technology consultations
- Worked with clients to see them through the vocational rehabilitation process including the completion of intakes, plan development, maintenance and case closure

August– December 2010

**Transition Counselor Intern.** Connecticut State Department of Corrections; Wethersfield, CT.

- Worked with supervisor to arrange transitional supervision and re-entry for inmates into the general population
- Helped facilitate substance abuse group meetings
- Facilitated the transmission of files and information between the prison, parole, halfway houses, and sober houses throughout the state
- Conducted sober house interviews with inmates to determine eligibility for programs
- Toured 10 dormitories weekly to answer any questions related to the process of re-entry and transitional supervision

**Professional Service, Mentoring, and Informal Service**

*Service to the University*

- |                          |   |
|--------------------------|---|
| August 2022 – Present    | Representative, Faculty Senate, in Russellville, AR   |
| August 2022 – Present    | Chair, Faculty Senate Diversity, Equity and Inclusion Action Committee, in Russellville, AR   |
| August 2022 – Present    | Member, Committee on Microcredentials in Russellville, AR   |
| September 2021 – Present | Member, Arkansas Tech University Equity and Diversity Committee Appointed by the Vice President of Academic Affairs in Russellville, AR |

Wondolowski Curriculum Vitae

January 2020 – <b>Present</b>	Member, Arkansas Tech University Wellness Committee in Russellville, AR
August 2019 - <b>Present</b>	Secretary, Arkansas Tech University Committee on Adjunct Support in Russellville, AR
August 2016 – <b>Present</b>	Faculty Advisor, Delta Sigma Omicron – Omega Chapter in Russellville, AR
August 2021 – April 2023	Facilitator, Arkansas Tech University Leadership Tech, Cohort 5, in Russellville, AR
August 2021 – August 2022	Secretary, Arkansas Tech University Academic Appeals Committee, in Russellville, AR
July 2018 – May 2022	Faculty Mentor, Arkansas Tech University Women’s Basketball Team in Russellville, AR <ul style="list-style-type: none"><li>• Promote communication between faculty and student athletes</li><li>• Support student athletes in their academics</li></ul>
September 2020 – January 2021	Member, Arkansas Tech University Student Laptop/Hotspot Parameter Committee in Russellville, AR
August 2019 – August 2020	Secretary, Arkansas Tech University Student Affairs Committee in Russellville, AR
September 2019 – January 2020	Member, Assistant Professor of Finance Search Committee in Russellville, AR
August 2018 – August 2020	Secretary, Alcohol and Other Drug (AOD) Committee in Russellville, AR
March 2018 – May 2020	Member, Leadership Tech, Cohort Three in Russellville, AR
May 2018 – May 2019	Member, Arkansas Tech University Academic Appeals Committee in Russellville, AR
January 2017 – August 2021	Member, Arkansas Tech University Campus Accessibility Committee in Russellville, AR <ul style="list-style-type: none"><li>• Assist in overseeing the overall accessibility of the ATU campus for persons with disabilities</li><li>• Engage in brainstorming for proactively welcoming those with disabilities to the ATU campus</li><li>• Address any filed complaints</li></ul>
November 2016 – May 2019	Member, Arkansas Tech University Diversity Committee in Russellville, AR <ul style="list-style-type: none"><li>• Provide insight into needs of the disability community on campus and in the greater community</li></ul>

***Service to the Department of Behavioral Sciences & College of Arts and Humanities/  
Department of Kinesiology & Rehabilitation Science and College of Education and Health***

- September 2018 – **Present** Member, Arkansas Tech University Interdisciplinary Curriculum Committee in Russellville, AR
- December 2017 Member, Rehabilitation Science Fieldwork Supervisor Search Committee in Russellville, AR
- Evaluate applications and help to select an appropriate applicant
- March 2018 Member, Arkansas Tech University College of Arts and Humanities Mentor and Staff Award Committee in Russellville, AR
- Evaluate applications and help to select an appropriate applicant
- September 2015 – May 2016 Treasurer, Behavioral Sciences Colloquium Series Committee in Russellville, AR
- Coordinated the purchasing of refreshments for each monthly colloquium
  - Completed and processed all paperwork pertaining to monetary reimbursement for presenter costs such as gas
- October 2015 Behavioral Sciences Open House Committee, Arkansas Tech University in Russellville, AR
- Represented the Rehabilitation Science program
  - Answered all questions pertain to the program

***Service to the Rehabilitation Science Program***

- January 2017 - **Present** Member, Rehabilitation Science Accreditation Committee in Russellville, AR
- Member, Rehabilitation Science Assessment Committee in Russellville, AR
- Member, Rehabilitation Science Foundation Scholarship Selection Committee in Russellville, AR
- August 2016 –**Present** Member, Rehabilitation Science Curriculum Committee in Russellville, AR
- August 2022 – December 2022 Chair, Assistant Professor of Rehabilitation Science Search Committee in Russellville, AR
- February 2021 – April 2021 Chair, Assistant Professor of Rehabilitation Science Search Committee in Russellville, AR
- August 2019 Member, Dr. Lyman Harris Scholarship Recipient Search Committee in Russellville, AR
- Evaluate applications and help to select an appropriate recipient
- Member, Bob Adkinson/ARVAC Scholarship Recipient Search Committee in Russellville, AR
- Evaluate applications and help to select an appropriate recipient

- August 2018 Member, Dr. Lyman Harris Scholarship Recipient Search Committee in Russellville, AR  
Member, Bob Adkinson/ARVAC Scholarship Recipient Search Committee in Russellville, AR
- April 2017 Member, Dr. Lyman Harris Scholarship Recipient Search Committee in Russellville, AR

*Service to the Profession*

- July 2020 – Present Consulting Reviewer, Journal for Applied Rehabilitation Counseling (JARC) – Official Journal of the National Rehabilitation Counseling Association by Springer Publishing Company
- November 2019 – November 2021 Region VI Representative, National Council on Rehabilitation Education in Fresno, CA
- December 2020 Peer Reviewer. Concurrent Presentation Proposals, Spring NCRE National Rehabilitation Education Conference.
- Blind reviewer of eighteen (18) poster presentation proposals
  - Provided the Council with recommendations for acceptance
- December 2019 Peer Reviewer. Poster Presentation Proposals, Spring NCRE National Rehabilitation Education Conference.
- Blind reviewer of eighteen (18) poster presentation proposals
  - Provided the Council with recommendations for acceptance
- December 2018 Peer Reviewer, Poster Presentation Proposals, Spring NCRE National Rehabilitation Education Conference.
- August 2018 Peer Reviewer. Concurrent Presentation Proposals, Fall NCRE/RCA/CSAVR National Rehabilitation Education Conference.
- Blind reviewer of twenty (20) poster proposals
  - Provided the Council with recommendations for acceptance
- March 2018 Peer Reviewer. Concurrent Presentation Proposals, Spring NCRE National Rehabilitation Education Conference.
- August 2017 Peer Reviewer. Concurrent Presentation Proposals, Fall NCRE/RCA/CSAVR National Rehabilitation Education Conference.
- December 2016 Peer Reviewer. Concurrent Presentation Proposals, Spring NCRE National Rehabilitation Education Conference.
- September 2016 Peer Reviewer. Poster Presentation Proposals, Fall NCRE/RCA/CSAVR National Rehabilitation Education Conference.
- April 2016 Spring National Rehabilitation Education Conference in

Newport Beach, CA

- Provided support at the registration desk
- Aided the presenters with any needs
- Assisted with the registration of attendees
- Moderated several concurrent presentation sessions

October 2015

Fall NCRE/RCA/CSAVR National Rehabilitation Education Conference in Alexandria, VA

- Provided support at the registration desk
- Aided the presenters with any needs
- Assisted with the registration of attendees
- Moderated several concurrent presentation sessions

September 2015

Peer Reviewer. Poster Presentation Proposals, Fall NCRE/RCA/CSAVR National Rehabilitation Education Conference.

April 2014

Spring National Council on Rehabilitation Education (NCRE) Conference in Manhattan Beach, CA

- Assisted with the registration of attendees
- Moderated several concurrent presentation sessions
- Aided poster presenters with materials to mount their poster
- Dispensed conference materials to attendees

April 2013

Spring National Council on Rehabilitation Education (NCRE) Conference in San Francisco, CA

- Assisted with the registration of attendees
- Moderated several concurrent presentation sessions
- Aided poster presenters with materials to mount their poster
- Dispensed conference materials to attendees

September 2012

Peer Reviewer. Student Papers for Scholarship Awards, International Association of Rehabilitation Professionals.

- Blind reviewer of several manuscripts
- Provided the Association with recommendations for winners of the scholarship

*Service to the Community*

August 2019 - **Present**

Sworn Member, Court Appointed Special Advocate (CASA) for the 5<sup>th</sup> District Court of Arkansas in Russellville, AR

August 2016 – **Present**

Board Member, Wesley Foundation Age to Age in Russellville, AR

- Assist in the development of the Age to Age program
- Provide expertise on “at-risk” youth and



disability

- Acting member of the Off-Site program subcommittee

December 2015 – **Present**

Secretary, Area Agency on Aging's Senior Companion Program Advisory Council in Russellville, AR

- Take and maintain meeting minutes from each advisory council meeting and otherwise as needed.
- Engage in brainstorming and execution of methods by which to increase and secure diversity and inclusion on the Tech campus
- Uphold and implement approaches identified in the Strategic Plan

July 2019

Photographer/Volunteer, Community Service Inc. (CSI) First Tee Russellville Benefit Golf Tournament in Russellville, AR

### **Research, Teaching, and Service Awards**

May 2020

**Pope County Advocate of the Quarter.** Announced by Court Appointed Special Advocate (CASA) Supervisor for the Fifth Judicial District of Arkansas, Kelcee Sitzes.

May 2019

**College of Arts and Humanities Excellence in Mentorship Award.** Presented at the annual end of year gathering for the Arkansas Tech University College of Arts and Humanities.

April 2010

**John J. Szufnarowski Award for Outstanding Graduate Student.** Presented at the annual awards banquet of the Springfield College Rehabilitation and Counseling Services department.

### **Licensure/Certification**

May 2019 – **Present**

**Certified and Ordained Minister** (#1378583-251). Universal Life Church.

August 2011 -  
**Present**

**Certified Rehabilitation Counselor** (#00114524). Commission on Rehabilitation Counselor Certification (CRCC).

### **Professional Affiliations and Memberships**

American Counseling Association (ACA)

American Rehabilitation Counseling Association (ARCA)

Arkansas Counseling Association (ArCA)

Chi Sigma Iota Counseling Academic and Professional Honor Society International (CSI)

Omicron Delta Kappa Student Leadership Honors Society (ODK)

# ROBERT (ROB) L. STEVENS

## *Curriculum Vitae*

207 Ashford Drive, Russellville, AR 72802 | (870) 925-1122 |

[rstevens5@atu.edu](mailto:rstevens5@atu.edu)

### EDUCATION

*Ohio University, Athens, Ohio*

**Ph.D. Counselor Education & Supervision**

**Spring 2017**

Dissertation: *A Phenomenological Study Exploring Relationship Change through the Adjustment to Chronic Illness & Disability (CID) Journey*

Dr. Mona Robinson, Dissertation Chair

*University of Arkansas, Fayetteville, Arkansas*

**M.S. Rehabilitation Counseling**

**Fall 2003**

*University of Central Arkansas, Conway, Arkansas*

**B.S. Psychology**

**Spring 2002**

Minor: Family & Consumer Science

### LISCENCES & CERTIFICATIONS

Licensed Professional Counselor-State of Arkansas

P1804064

Certified Rehabilitation Counselor (CRC)

00065569

### TEACHING EXPERIENCE

**Arkansas Tech University, Russellville, Arkansas**

**Assistant Professor-Rehabilitation Sciences**

**Fall 2017-Present**

Taught: Intro to Rehabilitation Science, Interviewing Skills, Case Management, Medical & Psychosocial Aspects of Disability, Survey of Counseling Theories, Intro to Addiction, Addiction & The Family, Assistive Technology, World of Work, Ethics & Professional Development, Addiction Assessment, Planning & Treatment, Seminar: Working with LGBTQIA+ Clients, Seminar: Psychiatric Rehabilitation, Seminar: Humor & Disability

**Arkansas Governor's School-Area III Instructor**

**Summer 2022-  
Present**

**Ohio University, Athens, Ohio**

<b>Group III Adjunct Professor-Clinical Rehabilitation Counseling</b> Taught Medical & Psychosocial Issues in Rehabilitation Counseling at Ohio University, Athens, OH	<b>Spring 2017</b>
<b>Teaching Assistant- Internship-Clinical Mental Health/School Counseling</b> Co-Taught with Dr. Andrew Byrne at OU-Chillicothe Regional Campus, Chillicothe, OH	<b>Summer-Fall 2015</b>
<b>Teaching Assistant- Practicum-Clinical Mental Health/School Counseling</b> Co-Taught with Dr. Mona Robinson at OU-Chillicothe Regional Campus, Chillicothe, OH	<b>Spring 2015</b>
<b>Teaching Assistant-Group Counseling I</b> Co-Taught with Dr. Christine Sunti Bhat at OU-Chillicothe Regional Campus Chillicothe, OH	<b>Fall 2014</b>
<b>Teaching Assistant- Medical &amp; Psychosocial Aspects of Disability</b> Co-taught with Dr. Mona Robinson at OU-Chillicothe Regional Campus	<b>Summer 2014</b>
<b>Teaching Assistant- Medical &amp; Psychosocial Aspects of Disability</b> Co-taught with Dr. Mona Robinson, Ohio University, Athens, OH	<b>Spring 2014</b>
<b>Teaching Assistant-Career &amp; Lifestyle Planning Seminar</b> Instructor for EDCE 2010 Career & Life Skills Planning (undergraduate course) Ohio University, Athens, OH	<b>2013- 2014</b>
<b>Teaching Assistant-Practicum/Internship</b> Co-taught with Dr. Gary Williams. Supervised master's students through their practicum/internship experience, Ohio University, Athens, OH	<b>2012- 2013</b>
<b>Teaching Assistant- Career Counseling Theory &amp; Research</b> Co-taught with Dr. Jerry Olsheski, Ohio University, Athens, OH	<b>Fall 2009</b>

**PRESENTATIONS****NATIONAL CONFERENCES**

<i>"Everyday Hero's, Humor, &amp; Disability: A Panel Discussion"</i> . with Penny Willmering, Erica Wondolowski, and Jennipher Wiebold. Conference Presentation for the Association of Applied & Therapeutic Humor (AATH). Zoom.	2021
<i>"Walking on Sunshine vs. Walking on Eggshells: Acknowledging Bias When Working with LGBTQIA+ Clients"</i> . With Erica Wondolowski. Project E3: Vocational Rehabilitation Technical Assistance Center for Target Communities. Louisiana & New Mexico. Zoom.	2021
<i>"The Intersectionality of Clients who Identify as LGBTQIA+ and Persons with Disabilities"</i> . NAMRC invited speaker at the National Rehabilitation Association Annual Conference. Zoom.	2021

- "Best Practices to Avoid Heterosexism and Transphobia"*. National Association of Multicultural Rehabilitation Concerns (NAMRC) Annual Conference. Zoom. 2021
- "From Students to Full Professors: Career Trajectories of your Rehabilitation Counseling Colleagues in Academia"*. Panel Discussion member with Dr. Paul A Datti, Dr. Junfei Lu, Dr. Samantha Herrick, Dr. Priyanka Yalamanchili, Dr. Deyu Pan, and Dr. Heekyung Lee. National Council on Rehabilitation Education (NCRE) annual spring/summer conference. Zoom. 2021
- "The Development of an LGBTQ+ Knowledge Repository for Rehabilitation Counselors/Educators"*, with Erica Wondolowski and Greg Wilson. Poster Presentation at the National Council on Rehabilitation Education Annual Spring Conference. Online Event. 2020
- "50 Years After Stonewall: Working with Clients Who Identify as Disabled and LGBTQ+"* Educational Session at the National Rehabilitation Counseling Association Disability, Social Justice, and Action Symposium, Memphis, TN. 2019
- "Exploring Relationship Change through the Adjustment to Chronic Illness & Disability Journey"* with Mona Robinson, PhD. Educational Session at the National Council on Rehabilitation Education Annual Spring Conference, San Diego, CA. 2019
- "Working with LGBTQ+ Clients, Fifty Years after Stonewall"*. Concurrent Session at the National Association of Multicultural Rehabilitation Concerns Annual Conference, Atlanta, GA 2019
- "Exploring Relationship Change through the Adjustment to Chronic Illness & Disability Journey"*. Roundtable Discussion at the National Council on Rehabilitation Education Annual Spring Conference, Newport Beach, CA. 2016
- "Supervision of Trauma Counselors: Avoiding Secondary Traumatic Stress/Vicarious Traumatization"* with Yegan Pillay, PhD. Educational Session at the Association for Counselor Education & Supervision Conference, Philadelphia, PA. 2015
- "Teaching Counselors the Basics about Sexuality & Disability"*. Research Symposia at the Association for Counselor Education & Supervision conference, Philadelphia, PA 2015
- A Literature Review Examining Peer to Peer Mentoring: People with Acquired Disabilities"* with Jessica S. Henry. Concurrent Presentation at the National Council on Rehabilitation Education Annual Spring Conference, Newport Beach, CA 2015
- "It Takes Two to Tango: Examining Peer to Peer Mentoring for People with Acquired Disabilities"* with Jessica S Henry, MRC, CTRS, & Beth Schilling Plummer, M.Ed, LPC, CRC, LICDC. Concurrent Presentation at the American Counseling Association/American Rehabilitation Counseling Association 2015 National Conference, Orlando, FL 2015
- "SELF Model: Using Technology to Manage Diabetes"*. Poster Presentation at the National Council on Rehabilitation Education Annual Spring Conference, Manhattan Beach, CA 2014
- "Chronic Illness & Disability: A Rehabilitation Counselors Personal Journey"* Poster Presentation at the National Council on Rehabilitation Education Annual Spring Conference, San Francisco, CA 2013

*“Chronic Illness & Disability: A Rehabilitation Counselors Personal Journey”* 2012  
 Concurrent session at the National Rehabilitation Association Annual  
 Conference, Chicago, Illinois

### REGIONAL CONFERENCES

*“50 Years Since Stonewall: The Intersectionality of LGBTQ+ and Disability.”* Concurrent  
 Session at the 11<sup>th</sup> Annual Social Justice Symposium: Optimism through Action, Langston  
 University, Tulsa, OK. 2019

*“Exploring Relationship Change through the Adjustment to Chronic Illness &  
 Disability (CID) Journey”.* Poster Presentation at the Southern Association of  
 Counselor Education & Supervision (SACES) Conference, Myrtle Beach, SC. 2018

*“Chronic Illness & Disability: A Rehabilitation Counselors Personal Journey”* 2013  
 Concurrent session at the Southeast Region National Rehabilitation  
 Association/Kentucky Rehabilitation Association Annual Conference,  
 Louisville, KY

*“Chronic Illness & Disability: A Rehabilitation Counselors Personal Journey”* 2012  
 Concurrent session at the Southwest Region National Rehabilitation  
 Association/Arkansas Rehabilitation Association Annual Conference,  
 Hot Springs, AR

### STATE CONFERENCES

*“When Ethics & Law Collide: What’s a Rehabilitation Professional to do?”* 2022  
 With Dr. Penny Willmering. 2022 Arkansas Rehabilitation Association Conference. Zoom

*“The Intersection of Disability & LGBTQIA+”.* Conference Presentation. Arkansas  
 Rehabilitation Association 2021 Virtual Conference. Zoom. 2021

*“The Development of an LGBTQ+ Knowledge Repository for Rehabilitation  
 Counselors/Educators.”* With Erica Wondolowski. Arkansas Rehabilitation Association  
 2020 Virtual Conference. 2020

*“Working with LGBTQ+ Clients, Fifty Years after Stonewall”.* Concurrent Session at the  
 Arkansas Rehabilitation Association Conference, Hot Springs, AR. 2019

*“Working with LGBTQ+ Clients, Fifty Years after Stonewall”.* Concurrent Session at the  
 Arkansas Counseling Association Conference, Hot Springs, AR. 2019

*“Addiction and the Family: Assisting Loved Ones through the Journey of Active Addiction  
 and/or Recovery”.* Concurrent Educational Session. Arkansas Counseling Association  
 Annual Conference, Hot Springs, AR. 2019

*“Adjustment to Life with Chronic Illness and/or Disability (CID) and Relationship Change”.*  
 Concurrent session at the Arkansas Counseling Association Conference, Hot Spring, AR. 2018

*“Addiction 101: A Starter Kit for Counselors”.* Concurrent Session at the Arkansas  
 Counseling Association Conference, Hot Springs, AR. 2018

<i>"Supervision of Counselors: Avoiding Secondary Trauma: When Traumatic Stress/Vicarious Traumatization"</i> . Concurrent session at the Arkansas Counseling Association Conference, Hot Springs, Arkansas.	2017
<i>"The Starter Kit to Working with Clients Who Use Alcohol &amp; Other Drugs"</i> . Concurrent session at the Arkansas Counseling Association Conference, Hot Springs, Arkansas.	2017
<i>"Teaching Counselors the Basics about Sexuality &amp; Disability"</i> . Concurrent session at the Arkansas Counseling Association Conference, Hot Springs, Arkansas.	2017
<i>"Peer to Peer Mentoring for People with Acquired Disabilities"</i> with Beth Schilling Furbee, M. Ed, LPC, CRC & Jessica Henry, M. Ed, CTRS. Concurrent session at the Ohio Rehabilitation 60 <sup>th</sup> Anniversary Conference, Lewis Center, Ohio.	2014
<i>"Developing Ethical Clinical Rehabilitation Counseling Programs: Step by Step Approach"</i> with James Reed, M. Ed, CRC, NCC, LPC-CR; Jonathan Proctor, PhD, & Mona Robinson, PhD, LPCC-S, LSW, CRC. Concurrent session at the Ohio Rehabilitation Association 60 <sup>th</sup> Anniversary Conference, Lewis Center, Ohio.	2014
<i>"Chronic Illness &amp; Disability: A Rehabilitation Counselors Personal Journey"</i> Concurrent session at the Ohio Rehabilitation Association Annual Conference, Columbus, Ohio	2012
<b>INVITED SPEAKER</b>	
"Safe Zone Training" With SPECTRUM Executive Board, Arkansas Tech University (November 3, 2022)	2022
"Safe Zone Training". With SPECTRUM Executive Board. Arkansas Tech University. (September 13, 2022)	2022
"Disability 101". Arkansas Governor's School 410 Presentation	2022
"Being an Ally to the LGBTQIA+ Community". Arkansas Governor's School 610 Presentation.	2022
"Avoiding the Party Foul: Resources on Addiction and Recovery for ATU Students", with Hunter Bramlitt, LPC. ATU Tech Talks 2022. WebEx	2022
<i>"Pronoun Discussion with Dr. Barbara Johnson"</i> . Vice President of Academic Affairs Fall 2021 Address to Faculty. Arkansas Tech University. WebEx.	2021
<i>"The Best Practices When Working with Youth Who Identify as LGBTQIA+"</i> . Zoom presentation for Arkansas Rehabilitation Transitional Counselors. Zoom	2021
<i>"Working/Interacting with Individuals Who Identify as LGBTQ+"</i> . With Dr. Erica Wondolowski. Training for the River Valley Child Advocacy Center in Russellville, AR.	2021
<i>"5 Simple Ways to be Inclusive with your LGBTQIA+ Students"</i> . ATU Tech Talks. WebEx.	2021
<i>"Diversity Panel Discussion"</i> . Center for Excellence in Teaching & Learning. Arkansas Tech University. Russellville, AR. WebEx presentation.	2021
<i>"Accessibility for All Panel Discussion"</i> . Center for Excellence in Teaching & Learning. Arkansas Tech University. Russellville, AR. WebEx	2021

“LGBTQIA+ 101”. Guest lecturer for Gender & Criminal Justice course, Dr. Kimberly DuVall Renteria, Arkansas Tech University.	2021
“Disability in the Multicultural Lens of the Counseling Field”. Presentation for Dr. Kendra Jackson’s Multicultural Counseling class at Grand Rapids Theological Seminary of Cornerstone University, Grand Rapids, MI via zoom.	2021
“Diversity & Inclusion Guest Lecture”. Intro to Mathematics, Dr. Jeanine Myers. Arkansas Tech University.	2021
“The Development of an LGBTQ+ Knowledge Repository for Rehabilitation Counselors/Educators.” With Erica Wondolowski. Project E3 Leadership Communities of Practice. Online Event.	2020
“Law Enforcement and People with Developmental Disabilities”. ATU Public Safety, Arkansas Tech University, Russellville, AR	2019
“Person 1 <sup>st</sup> Language and Intro to Rehabilitation Sciences”. ATU 1 <sup>st</sup> Generation Student Institute, Arkansas Tech University. Russellville, AR.	2019
“Disability Forum”. Department of Diversity and Inclusion Event. Arkansas Tech University, Russellville, AR	2019
“Disability Experience”. Social Deviance, Dr. Jason Ulsperger, Arkansas Tech University, Russellville, AR.	2018
“Assistive Technology”. Inclusive Recreation, Dr. Cathi McMahan, Arkansas Tech University, Russellville, AR.	2018
“Dine & Discuss: Intersection of Queerness & Dis/Ability.” Sponsored by the LGBT Center, Women’s Center, Office of Student Accessibility, & Counseling Center. Ohio University, Athens, Ohio.	2017

## Publications & Papers

### Journal Article

Stevens, R. L., Wondolowski, E. L., & Wilson, G. A. (2020). Navigating the unique landscape of clients who identify as LGBTQ+ in vocational rehabilitation: A social justice primer. *Journal of Applied Rehabilitation Counseling* (51), 304-322.

### Book Chapters

Stevens, R. L., Robinson, M., & Bauer, B. (2021). Assistive Technology. In. Joseph, M. & Robinson, M. (Eds.), *Fundamentals of Clinical Rehabilitation Counseling*. Cognella.

Forman, T., Erby, A., Robinson, M. C., & Stevens, R. L. (2016).  
 Application: Mass Shootings: Individual, Community, & Societal  
 Perspectives. In Summers, R. W. (Ed.), *Social Psychology: How  
 Other People Influence our Thoughts and Actions, Volume 1* (  
 pp. 189-212). Greenwood..

### Newsletter Submissions

Stevens, R. L. (2015). NCRE in the Spotlight. Official Newsletter of  
*The National Council of Rehabilitation Educators: A Year in Review:  
 August 2014-July 2015*. Retrieved from:

<http://ncre.org/wp-content/uploads/2015/08/NCRE-Official-Newsletter-A-Year-in-Review-Aug-2014-July-2015.pdf>

Stevens, R. L. (2015). Affirmative LGBT Programming at Spring 2015  
 NCRE Conference. *Association for Lesbian, Gay, Bisexual, & Transgender  
 Issues in Counseling Spring 2015 Newsletter*. Retrieved from:

<http://nebula.wsimg.com/6deba6f9d99541d6bc10e14b21e6a162?AccessKeyId=720287C8355A159AB9E1&disposition=0&alloworigin=1>

## PROFESSIONAL SERVICE

### CURRENT SERVICE

Assistant Dean for Diversity & Inclusions Staff Search Committee Member	2023
First Scholars Advisory Council	2023
Honors Council Advisory Council	2023
Leadership Tech Coordinating Council	2023
Equity & Diversity Committee Member	2022
Title IX Pool Member	2022
National Rehabilitation Counseling Association- Board Member	2022
Rehabilitation Science Accreditation Committee Member	2021
Staff Parish Relations Committee Vice Chairman-First United Methodist Church Russellville, AR	2021
Faculty Advisor-SPECTRUM, Arkansas Tech University	2019
Congregational Care Minister (CCM) First United Methodist Church- Russellville, AR	2018
Interdisciplinary Curriculum Committee- ATU Child Welfare	2017
Rehabilitation Science Curriculum Committee, Arkansas Tech University	2017
Rehabilitation Science Assessment Committee, Arkansas Tech University	2017
Rehabilitation Science Foundation Scholarship Committee, Arkansas Tech University	2017
Alcohol & Other Drugs (AOD) Committee, Arkansas Tech University	2017-
Board Member-Independent Living Services, Conway, AR	2017



**PAST SERVICE**

Leadership Tech Cohort 5 Member	2021-2023
Student Affairs Committee	2022-2023
Case Manager Search Committee-Student Affairs	2022-2022
Academic Appeals Committee- Chair	2021-2022
Faculty Search Committee Member- Rehabilitation Science	2021-2021
National Association of Multicultural Rehabilitation Concerns (NAMRC) Conference Planning Committee	2021-2021
College of Arts & Humanities Awards Committee Member	2021-2021
Board Member at Large- National Association of Multicultural Rehabilitation Concerns (NAMRC) (2-year term)	2020-2021
Journal of Applied Rehabilitation Counseling (JARC) Reviewer	2020-2022
COVID-19 & Racism Webinar Program Planning Committee, National Association for Multicultural Rehabilitation Concerns (NAMRC)	2020-2020
Pope County Juvenile Advisory Committee	2019-2020
Co-Advisor of Delta Sigma Omicron Service Fraternity, Arkansas Tech University	2017-2020
President of Board-Independent Living Services, Conway, AR	2018-2021
Faculty Search Committee for Computer & Information Science (CIS)	2020-2020
University Curriculum Committee- Arkansas Tech University	2019-2020
Diversity Committee-Arkansas Tech University	2017-2019
Student Representative of Faculty Search Committee (Group II Position)- Ohio University	2013-2014
Professional Development Chair, Chi Sigma Iota National Counseling Society	2013-2014
President, Rehabilitation Counseling Student Association, University of Arkansas, Fayetteville, AR	2002-2003
Circle K International, University of Central Arkansas, Conway, AR	1998-2002

**HONORS**

Student Organization Faculty Advisor of the Year (SPECTRUM)	April 2022
The Donald A. Green Memorial Award-Gladys W & David H Patton College of Education, Ohio University	April 2013
Outstanding Research Award- Alpha Chapter- Chi Sigma Iota, Ohio University	March 2013

**RELATED WORK EXPERIENCE**

Pike County Recovery Council, Waverly, Ohio

**Behavioral Health Specialist for Men's Residential (Kent's Place)****April 2016-July 2017**

Provide MH/AOD counseling to a 32 bed men's residential facility for men who are in the early stages of recovery from addiction. Conducted Behavioral Health assessments, individual mental health counseling/AOD counseling, case management, and occasional group counseling as well as AOD initial assessments.

Pike County Recovery Council, Chillicothe, Ohio

**AOD/MH Counselor****June 2014-April 2016**

Completed my counselor trainee internship for the state of Ohio from

June 2014-December 2014. Hired as a Co-Occurring Counselor in December 2014. Provided substance abuse and clinical mental health counseling. Completed initial diagnostic assessments for new clients. Completed mental Health assessments. Provided individual and group counseling to both client's with substance abuse and mental health diagnoses. Provided case management and monthly reporting to client's referral sources (courts/probation officers, ADAMH Board, etc).

United Cerebral Palsy of Arkansas, Little Rock, Arkansas

**Director of Case Management**

**April 2004– August 2009**

Supervised five bachelor level case managers. Held a caseload of 10 clients with developmental, intellectual, and psychiatric disabilities. Provided intake counseling to all new clients. Conducted adaptive behavior testing for all current clients across the state of Arkansas. Attended IEP and other plan of care meetings for clients with disabilities.

CorVel Corporation

**Vocational Rehabilitation Case Manager**

**Aug 2003 – March 2004**

Completed rehabilitation counseling internship from August 2003-December 2003. In December 2003 I was offered a job in worker's composition case management. Provided counseling, transferable skills analysis, and job placement services as applicable. Daily reports and phone calls with insurance companies on client progress on returning to work.

Arkansas Rehabilitation Services

**Rehabilitation Counseling Practicum**

**May-August 2003**

Completed practicum experience. Learned how the state vocational rehabilitation system works. Observed rehabilitation counselors working with all different types of people with disabilities. Learned how paperwork is completed. Counseled clients with disabilities.

## MEMBERSHIPS

**Chi Sigma Iota (CSI)**

**National Rehabilitation Counseling Association (NRCA)**

- **Arkansas Rehabilitation Professional Association (ARPA)**

**American Counseling Association (ACA)**

- **Association for Counselor Education & Supervision (ACES)**
- **American Rehabilitation Counseling Association (ARCA)**
- **Association for Lesbian, Gay, Bisexual & Transgender Issues in Counseling (ALGBTIC)**

**Arkansas Counseling Association (ArCA)**

**National Council on Rehabilitation Education (NCRE) (Previous Member)**

**National Rehabilitation Association (NRA) (Previous Member)**

- **National Association for Multicultural Rehabilitation Concerns (NAMRC) (Previous Member)**

**Arkansas Rehabilitation Association (ARA) (Previous Member)**

**Ohio Counseling Association (OCA) (Previous Member)**

**Ohio Rehabilitation Association (ORA) (Previous Member)**

**Ohio Rehabilitation Counseling Association (ORCA) (Previous Member)**

## APPENDIX G



### **Agenda Item Details**

Meeting	Jun 15, 2023 - Arkansas Tech University Board of Trustees Meeting
Category	3. Items for Board Action: Administration & Finance, Mrs. Laury Fiorello
Subject	3.7 FY2024 Operating Budget Adoption
Type	Action
Recommended Action	Motion to adopt the FY2024 Operating Budget as presented.

### MEMORANDUM

Date: June 1, 2023  
To: Dr. Robin E Bowen, President  
From: Laury A Fiorello, Vice President of Administration and Finance  
Subject: FY2024 Operating Budget Adoption

[FY2024 Operating Budget Adoption Memo.pdf \(1,045 KB\)](#)

### **Motion & Voting**

Motion to adopt the FY2024 Operating Budget as presented.

Motion by Michael Lamoureux, second by Stephanie Duffield.

Final Resolution: Motion Passed

Aye: Jim Smith, Len Cotton, Bill Clary, Michael Lamoureux, Stephanie Duffield

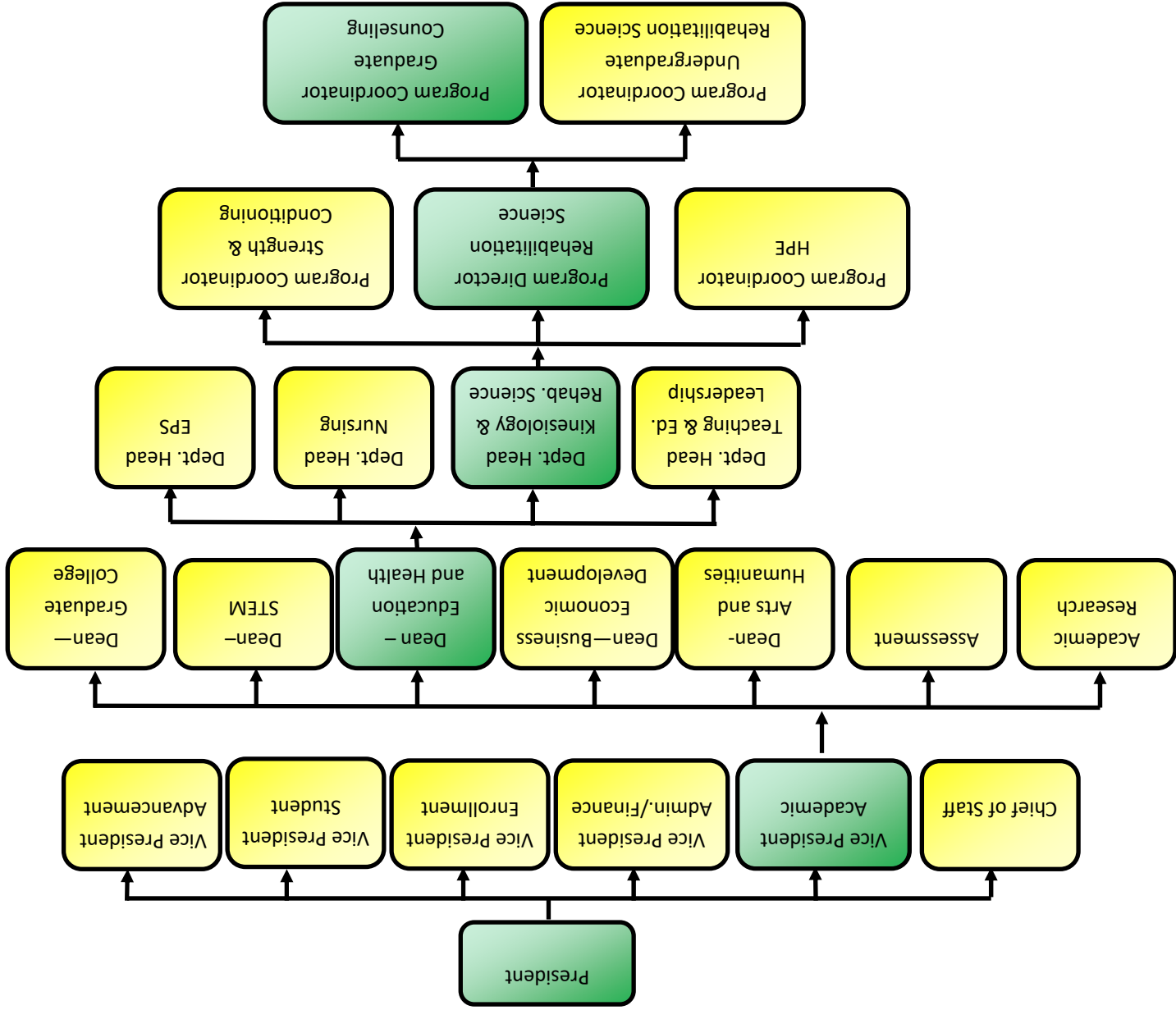
## APPENDIX H

Year 1	Year 2	Year 3	Tech Tuition and Fees- Year 1 (Summer, Fall, & Spring)	Tech Tuition and Fees- Year 2 (Summer, Fall, & Spring)	RS Fees (1 Practicum & 1 Internship)	TOTAL FOR 1 STUDENT	Cohort Size	TOTAL FOR COHORT	TOTAL REVENUE AT 3 YEARS
<b>1 Student</b>			\$11,418.67	\$14,073.93	\$180.00	\$25,672.60	1	\$25,672.60	
<b>COHORT A- YEAR 1</b>	<b>COHORT A- YEAR 2</b>		\$11,418.67	\$14,073.93	\$180.00	\$25,672.60	15	\$385,089.00	
	<b>COHORT B- YEAR 1</b>	<b>COHORT B- YEAR 2</b>	\$11,418.67	\$14,073.93	\$180.00	\$25,672.60	15	\$385,089.00	
		<b>COHORT C- YEAR 1</b>	\$11,418.67		\$60.00 (Practicum Only)	\$11,478.67	15	\$172,180.05	
									<b>\$942,358.05</b>

\*all data on Tuition/Fees is pulled from Tech's tuition calculator based on Spring 2023/Summer 2024

# APPENDIX I Arkansas Tech University

## Academic Organizational Structure



## APPENDIX J

**Erica Wondolowski**

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**From:** Michelle Gross <MGross@crccertification.com>  
**Sent:** Monday, July 10, 2023 10:09 AM  
**To:** Erica Wondolowski  
**Subject:** RE: Program Evaluation Request

**EXTERNAL SENDER.** Only open links and attachments from known senders. DO NOT provide your username, password, or any other personal information.

Hi Erica,

I apologize for the delay in responding – I'm just getting started in this role, and want to make sure I give your program the attention it deserves with a thorough review. I'll be back in touch in the next few days.

**Michelle Gross, M.Ed, MBA, LCMHC, CAE, ICE-CPP**  
**Director of Certification**  
**Commission on Rehabilitation Counselor Certification**

Direct: 847-944-1322

Main: 847-944-1325

Fax: 847-944-1346

Email: [mgross@crccertification.com](mailto:mgross@crccertification.com)

[www.crccertification.com](http://www.crccertification.com)

Address: 1699 E. Woodfield Road, Suite 300  
Schaumburg, IL 60173



***CRCC e-UNIVERSITY, 2018 Brandon Hall Group Excellence Silver Award Winner***

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**From:** Erica Wondolowski <ewondolowski@atu.edu>  
**Sent:** Thursday, July 6, 2023 8:44 AM  
**To:** Michelle Gross <MGross@crccertification.com>  
**Subject:** Program Evaluation Request

Hi Ms. (Dr?) Gross,

I am reaching out as the Program Director for the Rehabilitation Science program at Arkansas Tech University. We are currently working on a proposal to begin a Master's in Counseling program with two track – Clinical Mental Health Counseling and Rehabilitation Counseling. It is required by the state of Arkansas that any proposals have a statement from all licensing/certifying bodies that the proposed curriculum meets the requirements to qualify for the required examination.

As such, we would much appreciate it if you would be able to look over the attached proposed curriculum and provide a short statement as to whether or not successful graduates of our program would qualify to sit for the CRC exam.

Thank you so much in advance. If you should have any questions or concerns, please do not hesitate to reach out either by e-mail or by phone at 479-886-5114.

Thank you,



Dr. Erica L. Wondolowski, CRC  
Director & Associate Professor of Rehabilitation Science



[ewondolowski@atu.edu](mailto:ewondolowski@atu.edu)

<https://atu.webex.com/meet/ewondolowski>

Pronouns: She, Her, Hers

Court Appointed Special Advocate (CASA) for Arkansas 5<sup>th</sup> District Court

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**Erica Wondolowski**

**From:** Erica Wondolowski  
**Sent:** Monday, July 3, 2023 9:48 AM  
**To:** Lenora Erickson  
**Subject:** RE: Review Request  
**Attachments:** Proposed Curriculum for ARBOEC.pdf

Hi Ms. Erickson,

Please find the curriculum and course descriptions attached.

Thank you so much for your assistance,



Dr. Erica L. Wondolowski, CRC  
Director & Associate Professor of Rehabilitation Science

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**From:** Lenora Erickson <Lenora.Erickson@arkansas.gov>  
**Sent:** Tuesday, June 27, 2023 3:35 PM  
**To:** Erica Wondolowski <ewondolowski@atu.edu>  
**Subject:** RE: Review Request

**EXTERNAL SENDER.** Only open links and attachments from known senders. DO NOT provide your username, password, or any other personal information.

Good afternoon,

Please send me the proposed curriculum and I will get it to the board for review at the July meeting. Please contact me if you have any questions.

Stay safe,

*Lenora Erickson, LPC-S, AADC*

Executive Director  
Arkansas Board of Examiners in Counseling/MFT  
101 East Capitol, Suite 202  
Little Rock, AR 72201  
(501) 683-5800



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**From:** Erica Wondolowski <ewondolowski@atu.edu>  
**Sent:** Monday, June 26, 2023 11:15 AM  
**To:** ARBOEC <arboec@arkansas.gov>  
**Subject:** Review Request

My name is Dr. Erica L. Wondolowski and I am the Program Director for the Rehabilitation Science undergraduate program at Arkansas Tech University. We are currently working on a proposal for the Arkansas Department of Higher Education (ADHE) to begin a Master's of Science in Counseling, which will have tracks in Rehabilitation Counseling and Clinical Mental Health Counseling. We were hoping that you would be able to review the proposed curriculum and compose a statement which stated whether, after successfully graduating from the proposed program, a student would be eligible to apply for the LAC in Arkansas. I would be more than happy to send the proposed curriculum if you are willing to review it for us.

We would greatly appreciate your help in this matter.

Sincerely,



Dr. Erica L. Wondolowski, CRC  
Director & Associate Professor of Rehabilitation Science



[ewondolowski@atu.edu](mailto:ewondolowski@atu.edu)

<https://atu.webex.com/meet/ewondolowski>

Pronouns: She, Her, Hers

Court Appointed Special Advocate (CASA) for Arkansas 5<sup>th</sup> District Court

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# **APPENDIX K**



## **Thursday, June 15, 2023 Arkansas Tech University Board of Trustees Meeting**

### **Agenda 1:00 pm**

#### **1. Opening**

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- 1.1 Call to Order
- 1.2 Mission and Vision Statements
- 1.3 Approval of Minutes from: March 16, 2023
- 1.4 Approval of Minutes from: April 26, 2023

#### **2. Special Presentation**

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- 2.1 Mission Moment: Dr. Julie Furst-Bowe

#### **3. Items for Board Action: Administration & Finance, Mrs. Laury Fiorello**

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- 3.1 Provisional Positions for FY2023 - FY24
- 3.2 Doc Bryan Roof Bid Acceptance and Award
- 3.3 Russellville E&G Summer Projects
- 3.4 April 2023 Financial Performance Report
- 3.5 Online Student Classification
- 3.6 FY24 Athletic Certification
- 3.7 FY2024 Operating Budget Adoption

#### **4. Items for Board Action: Academic Affairs, Dr. Julie Furst-Bowe**

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- 4.1 Letters of Intent
- 4.2 Letters of Notification
- 4.3 ARDOT Grant for Trail Development

#### **5. Items for Board Action: Student Services, Dr. Keegan Nichols**

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- 5.1 Residence Life Faculty Fellows Program, Student Affairs
- 5.2 2023-2024 Parking Regulations
- 5.3 Student Affairs Fees and Fines 2023-2024
- 5.4 Re-Up Contract Cancelation
- 5.5 2024 Scholarship Recommendations

## **6. Items for Information**

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6.1 Student Union and Recreation Center Project Update: Laury Fiorello

6.2 Land Development Master Plan (LDMP) Update: Laury Fiorello

6.3 Capital Improvement Plan: Laury Fiorello

6.4 Organizational Management: Mr. Jim Smith

6.5 President's Report

## **7. Executive Session**

---

7.1 Enter into Executive Session

7.2 Personnel, Athletics: Abby Davis

7.3 Personnel, Administration and Finance: Mrs. Laury Fiorello

7.4 Personnel, Academic Affairs: Dr. Julie Furst-Bowe

7.5 Personnel, Student Affairs: Dr. Keegan Nichols

7.6 Ozark Campus Personnel: Bruce Sikes

7.7 Personnel, President's Office: Dr. Robin Bowen

7.8 Return to Open Session

7.9 Personnel Approvals

## **8. Adjournment**

---

8.1 Adjourn Meeting



**Agenda Item Details**

Meeting Jun 15, 2023 - Arkansas Tech University Board of Trustees Meeting  
Category 4. Items for Board Action: Academic Affairs, Dr. Julie Furst-Bowe  
Subject 4.1 Letters of Intent  
Type Action  
Recommended Action Motion to approve letters of intent for new program proposals.

**TO: Dr. Robin E. Bowen  
President**

**FROM: Dr. Julie Furst-Bowe  
Interim Vice President for Academic Affairs**

**RE: Letters of Intent for New Program Proposals**

**DATE: June 1, 2023**

**Please see below the Letters of Intent for new programs.**

**College of Arts and Humanities – Department of Music**

**New Program Master of Arts in Music Education**

**College of Education and Health – Department Kinesiology and Rehabilitation Science**

**New Program Master of Science in Counseling**

**I support the proposal as submitted and forward to you and the Board of Trustees for consideration.**

**JFB:ae**

[Memorandum BOT LOI.pdf \(102 KB\)](#)

[Signed ATU Masters Music Education Letter of Intent Form.pdf \(196 KB\)](#)

[Sigend Letter of Intent Form MS Counseling.pdf \(191 KB\)](#)

## **Motion & Voting**

Motion to approve letters of intent for new program proposals.

Motion by Len Cotton, second by Stephanie Duffield.

Final Resolution: Motion Passed

Aye: Jim Smith, Len Cotton, Bill Clary, Michael Lamoureux, Stephanie Duffield

# APPENDIX L

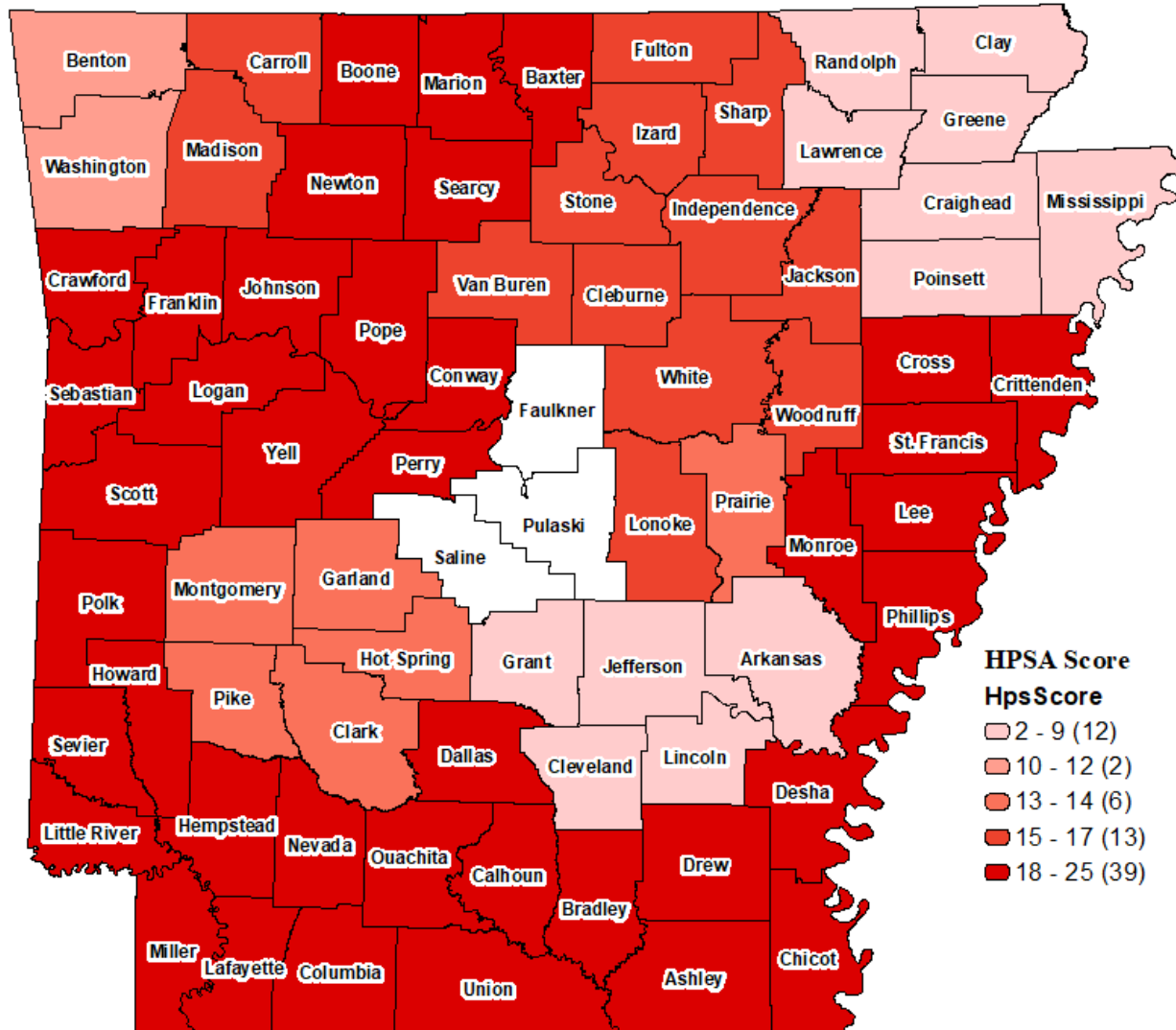


<b>CMHC</b>	Clinical Mental Health Program
<b>CR</b>	Clinical Rehabilitation Program
<b>RC</b>	Rehabilitation Counseling Program

# APPENDIX M

## ARKANSAS

### Mental Health Professional Shortage Areas (HPSA)



[https://www.healthy.arkansas.gov/images/uploads/pdf/Mental\\_Health\\_Shortage\\_Area.png](https://www.healthy.arkansas.gov/images/uploads/pdf/Mental_Health_Shortage_Area.png)



## APPENDIX N

**Erica Wondolowski**

---

**From:** Academic Affairs  
**Sent:** Thursday, May 11, 2023 9:36 AM  
**Cc:** Julie Furst-Bowe; Jeanine Myers  
**Subject:** FW: Employer Needs Survey Form for M.S. in Counseling Program  
**Attachments:** Employer\_Needs\_Survey\_Form\_-\_Summary Completed.docx

Dear All,

Please see the information below and attached. Thank you!

Andrea Eubanks  
Office of Academic Affairs  
Academic Services Coordinator  
1509 N Boulder Ave  
Administration 200  
Russellville, AR 72801  
479-964-0583 ext. 4355

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**From:** Erica Wondolowski <ewondolowski@atu.edu>  
**Sent:** Thursday, May 11, 2023 9:23 AM  
**To:** Academic Affairs <academicaffairs@atu.edu>; Andrea Eubanks <aebanks3@atu.edu>  
**Subject:** Employer Needs Survey Form for M.S. in Counseling Program

### **Brief Summary and Rational for the Proposed M.S. in Counseling at Arkansas Tech University:**

The proposed 60 credit-hour Master of Science in Counseling (MS-CNSL), sponsored by the Kinesiology and Rehabilitation Science department, provides graduate-level instruction in counseling theory, individual and group facilitation skills, psychopharmacologic and psychopathologic interventions, research and assessment competencies, ethics, evidence-based decision making, diversity, equity, inclusion and social justice practices, in addition to a 100 clock hour pre-professional practicum (40 direct client contact hours) and one 600 clock hour pre-professional internship (140 direct client contact hours each). This multidisciplinary program provides for two tracks where enrolled students could specialize in either Rehabilitation or Clinical Mental Health Counseling and would be provided in a hybrid/hyflex modality. Curriculum design is strategic in ensuring that all graduates would be eligible for Arkansas state licensure and/or certification as a rehabilitation counselor via the Commission on Rehabilitation Counselor Certification (CRCC) upon graduation and provides eligibility for accreditation by the Council for Accreditation of Counseling and Related Educational Programs (CACREP), should it be pursued in the future.

According to the U.S. Bureau of Labor Statistics (2022), occupational projections for Counselors, Social Workers, and Other Community and Social Service Specialists will increase for Rehabilitation Counselors by 10.5% and by 22.1% for Substance Abuse, Behavioral Disorder, and Mental Health Counselors from 2021 through 2031. More specifically for the state of Arkansas, long-term occupational projections for 2020-2030 (Arkansas Division of Workforce Services, 2019) reflect an 17.17% increase in need for Rehabilitation Counselors (78 average annual job openings) and a 26.85% increase in Substance Abuse, Behavioral Disorder,

and Mental Health Counselors (244 average annual job openings). In the Rehabilitation Science Program Advisory Board meeting, held in February 2022, several schools which also had programs in the Rehabilitation Counseling fields voiced adamant support for the proposed graduate program at Arkansas Tech University.

Arkansas Division of Workforce Services. (2019). *State of Arkansas long-term industry and occupational projections 2020-2030*. Arkansas Department of Commerce, State of Arkansas.

[https://www.discover.arkansas.gov/\\_docs/Publications/Projections/2020-2030/LT-State-20-30.pdf](https://www.discover.arkansas.gov/_docs/Publications/Projections/2020-2030/LT-State-20-30.pdf)

U.S. Bureau of Labor Statistics. (2022, September 8). *Occupational projections and worker characteristics*.

<https://www.bls.gov/emp/tables/occupational-projections-andcharacteristics.Htm>



Dr. Erica L. Wondolowski, CRC

Director & Associate Professor of Rehabilitation Science



[ewondolowski@atu.edu](mailto:ewondolowski@atu.edu)

<https://atu.webex.com/meet/ewondolowski>

Pronouns: She, Her, Hers

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## Resource Summary

The Office of Information Systems strives to maintain a sound technical structure in which to nurture scholastic development. We maintain a high level of integrity and professionalism across all areas of our operation: Support Services, Information Security, Enterprise Resource Applications and Services, Technology Learning Resources, and Infrastructure Systems and Services.

OIS keeps the infrastructure technology current using the following policies and guidelines found on the [Technology Infrastructure Maintenance and Upgrade Policy](#) page.

### Networking Resources

- The core network backbone is 20Gbit fiber with multiple buildings connected at 10Gbit, and all others are connected with at least 1Gbit links.
- Arkansas Tech is also connected to the Arkansas Research and Education Optical Network (ARE-ON) with redundant 10Gbit links.
- All residence halls and most academic buildings have 5ghz standard wireless access available.
- Arkansas Tech provides each student with 100GB of email storage space and 1TB of cloud storage in OneDrive through Office 365.
- In addition, the students are provided with 5GB of network storage space for their personal use.

### Computer Labs

- Our campus maintains 41 computer labs housed across almost every academic building. These labs collectively contain over 1,150 computer workstations.
- About 40% of these stations are zero clients and are centrally managed.
- Many computer labs are used as classrooms but are available to students when classes are not in session.
- Eight labs (158 workstations) are dedicated to students only. The majority of these labs are located in the [Ross Pendergraft Library & Technology Center](#), where student satisfaction is highly monitored.

- OIS/Support Services evaluates all campus computer labs before each fall term. Computers and virtual machines are assessed for their age, warranty status, usage volume, and compatibility with the software needed for teaching and student use. Equipment is replaced and/or repurposed to provide the maximum benefit for learning purposes.

## **Classroom and Conference Room Technology**

- ITS maintains 191 classrooms and conference rooms across 22 buildings.
- There are 32 classrooms containing SmartBoards.
- Over 20% of all classrooms and conference rooms are equipped with lecture capture capabilities.
- Many classrooms have wireless presentation capabilities via Apple TV or Crestron AirMedia devices.
- You can find a complete list of equipment on our [Classroom/Conference Room Technology](#) page.

## **Software**

- All computer labs contain a core image of commonly used software.
- Additional software per lab is requested by faculty members and accommodated on a semester-by-semester basis.
- Students are also provided with the software they need through virtual machines available from anywhere in the world.
- Engineering students share a dedicated pool of virtual machines specifically imaged with the software used in their classes. In contrast, all students have access to a pool of virtual machines with our core software.
- Access to Office 2016 Professional is available to students through Office 365.

## **Computer Support Services**

- The Campus Support Center is available to faculty, staff, and students 24/7 through one or more of the following: online support portal, email, telephone, and/or remote assistance. Walk-ins are only available when the Ross Pendergraft Library and Technology Center is open.
- Support is provided for connectivity issues, common Blackboard needs, and a wide variety of other technology-related issues. This service is performed and monitored by full-time ATU Customer Service Representatives and part-time Student Workers.
- Hands-on technical assistance is available during normal working hours to service labs, desktop computers, instructional equipment, instructor stations, and network functionalities.

## **Distance Learning**

- Academic Affairs handles the development and oversight of e-learning courses.
- Technical support for the e-learning platform is provided by the Office of Information Systems (OIS), which has a Campus Support Center to field technical calls/visits and provides Tier I support. Tier II and III support the learning management system (LMS), and any other applications integrated with it.
- ATU's LMS, Blackboard Learn (BbLearn), is on a Software as a Service (SaaS) deployment method, hosted by Blackboard utilizing Amazon Web Services data centers, with a continuous delivery maintenance cycle; therefore, we no longer have or need maintenance windows. Continuous delivery, a software industry standard practice, delivers small monthly updates, including maintenance items, enhancements, and new features. The frequent and consistent basis of the updates minimizes the change management impact and ensures faculty and students are always experiencing the highest-quality learning environment.

## Security

- All information about students and employees is stored in a secured database (Banner). Access to that information is granted to only those employees who need the information to complete the responsibilities of their job position (least privileges methodology).
- ATU endeavors to follow all state and federal government guidelines (FERPA and HIPAA) on student information.
- You can find information regarding the current plan on the [Information Security Plan](#) page.

## APPENDIX P

# Information Security Plan

**Modified on: Tue, Apr 17, 2018 9:12 AM**

Pursuant to 16 CFR Part 314, which was promulgated as a result of the passage of the Gramm-Leach-Bliley Act, colleges and universities are required to develop plans and establish policies to protect the security and confidentiality of information records.

It is the policy of Arkansas Tech University to secure all information systems and to protect all business, personnel, and student information from unauthorized access or disclosure.

Arkansas Tech University's designated Compliance Officer is the Vice President for Finance and Administration. The Office of Information Systems approves access to computer-based functions.

### **Security Actions**

1. Primary electronic (computer) data is coordinated by and stored under the supervision of the Office of Information Systems. This ERP data is stored on a centralized IBM mainframe system in a proprietary format using a secure database management software program. Access to this data is coordinated by key Office of Information Systems personnel who are responsible for establishing access rights for University staff/students as required based on written recommendations and approval by university departments and upper-level management.
2. Information access to personal data held on ATU faculty, staff and students is controlled by a multi-level user-id/password system supplied by the vendor(s) of the software that is utilized. Local policies require these passwords must be changed on a regular basis. Access rights for individuals are reviewed periodically. All access to data is stopped immediately as part of the employee or student dismissal or termination procedures. All reports containing data held in these databases are produced by programs written by Office of Information Systems personnel, and are printed on devices physically located under direct supervision of the Office of Information Systems or at physically secure print stations located with the supervising department for the specific data. All online access to this data requires a proprietary protocol with inbuilt security. All data is backed up in a proprietary format on a daily basis and backups are stored within a secure area contained inside the Office of Information Systems. Monthly backups of the entire computer system are kept in a locked and fireproof vault at an off-site location that is staffed by University personnel.
3. All staff (including students) employed by the Office of Information Systems are required to sign a non-disclosure agreement prior to employment in which they agree not to disclose any private information that may be observed during the performance of their assigned duties. Other personnel working within the various departments are also required to undergo a period of training and familiarization before being allowed access to university systems.
4. All access to university computer systems, both network and online, is monitored by software programs, and logs are maintained for review. Firewalls are in place to minimize unauthorized access to the entire system and to detect intrusions. The hardware systems housing the data are all located within physically locked areas requiring either keyed or encoded access.
5. All contractors/service providers who are employed to service our systems work under the supervision of Office of Information Systems personnel, and are generally well known to the university prior to being retained. All such service is performed under contracts that contain non-disclosure clauses for private information.
6. All contracts will contain a statement that the contracting entity agrees to ensure the security and confidentiality of any personal information that it receives about Arkansas Tech University employees or students unless otherwise required by state or federal law or court order.

7. Each office should make sure that all files, records and other personal information about employees or students are placed in a secure location.
8. All offices should follow the Family Educational Rights and Privacy Act guidelines with regard to disclosure of educational records.
9. All personal information of employees and students should be disposed in a secure manner. For example, shred information of this nature that is recorded on paper.
10. Erase all data when disposing of computers, diskettes, or other electronic media containing information about employees or students.
11. Store paper records in a room, cabinet or other container that is secure.
12. All offices must maintain a close inventory of all computer hardware.

Every reasonable effort is made by Arkansas Tech University to ensure that personal information that has been collected in order to conduct business at the University is secure from unauthorized access. Procedures and policies shall be evaluated and adjusted as necessary, including changes in the University's business arrangements or operations, or as a result of testing and monitoring the safeguards.

Last Updated (Monday, 03 May 2010 - 1:47:32 pm CDT)

**NEW COURSE**  
**SYLLABI**



## RS 4003/CNSL 5003: Medical and Psychosocial Aspects of Disability

**Offered:** Spring semesters

### **Catalog Description:**

A study of the etiology, treatment and prognosis of various disabling conditions. Emphasis will be placed on medical information as received in medical reports, and as related to vocational functioning and to the everyday psychological and social adjustment problems associated with disability. Note: A grade of C or better is required for Counseling majors.

---

**Instructor:** \_\_\_\_\_  
**Class Location:** \_\_\_\_\_  
**Course Day & Time:** \_\_\_\_\_  
**Office Hours:** \_\_\_\_\_

**E-Mail:** \_\_\_\_\_  
**Office Location:** \_\_\_\_\_  
**Phone:** \_\_\_\_\_

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### **COURSE DESCRIPTION:**

A study of the etiology, treatment and prognosis of various disabling conditions. Emphasis will be placed on medical information as received in medical reports, and as related to vocational functioning and to the everyday psychological and social adjustment problems associated with disability. Note: A grade of C or better is required for Counseling majors.

### **COURSE OBJECTIVES:**

Upon successful completion of the course, students will...

1. Synthesize health, disability, and functioning as individual and interrelated concepts.
2. Explain varied physical impairments and how such impairments affect an individual's psychological, social, and health functioning.
3. Demonstrate a working knowledge of mental health concerns and how such concerns affect an individual's psychological, social, and health functioning.
4. Identify, define and utilize common medical terminology used in the fields of rehabilitation counseling and other allied health and counseling professions.

### **MATERIALS AND RESOURCES**

**Required Text:** Falvo, D., & Holland, B. E. (2018). *Medical and psychosocial aspects of chronic illness and disability* (6th ed). Jones & Bartlett.

**Other Materials:** Suggested readings, movies, multimedia/internet resources, and additional handouts/readings provided by the instructor.

### **LICENSURE/CERTIFICATION STANDARDS:**

**Arkansas LAC/LPC Knowledge Domains:** This course meets, at least in part, the [Council for the Accreditation of Counseling and Related Educational Programs \(CACREP\)](#) Standards...

**Certified Rehabilitation Counselor Knowledge Domains:** This course meets, at least in part, the [Commission on Rehabilitation Counselor Certification \(CRCC\) Standards...](#)

1.B.d.	5.A.a.-c.	5.D.-E.
1.B.o.-p.	5.B.	
1.C.-D.	5.C.a.-s.	

**Commission on Accreditation of Allied Health Education Programs Knowledge Domains:** This course meets, at least in part, the [Commission on Accreditation of Allied Health Education Programs \(CAAHEP\) Standards](#), which addresses....

1.A.3.	1.A.4.h.	1.B.6.
1.A.3.b.-e.	1.A.10.a.	1.B.7
1.A.4.a.-b.	1.B.4.	

### ASSIGNMENTS & POINTS

Assignment	Points/each	Total Points	% of Grade (RS)	% of Grade (CNSL)
Content Quizzes (5)	20	100	22.2%	16.7%
Discussion Boards (5)	20	100	22.2%	16.7%
In Person Presentation	100	150	22.2%	16.7%
Class Participation	100	100	22.2%	16.7%
Final Exam	50	50	11.2%	8.2%
Disability Condition Research Paper (CNSL Only)	150	150	0%	25%
<b>Total</b>		<b>450 (RS) 600 (CNSL)</b>	<b>100%</b>	<b>100%</b>

**NOTE: YOU MUST COMPLETE ALL ASSIGNMENTS IN ORDER TO PASS THIS CLASS**

### GRADING SCALE

You are responsible for monitoring your grade. It is recommended that you keep a running total of the points you have earned throughout the semester. This will tell you where you stand at any given time.

		RS Students	CNSL Students		
90%-100%	or	405-450 points	540-600 points	=	4.0
80%-89%	or	360-404.99 points	480-539.99 points	=	3.0
70%-79%	or	315-359.99 points	420-479.99 points	=	2.0
60%-69%	or	270-314.99 points	360-419.99 points	=	2.0

**If you fall below 60% please contact the professor to discuss your academic status.**

### **ACADEMIC HONESTY POLICY:**

You are expected to work to the best of *your* ability. **Copying, plagiarizing, self-plagiarizing, and cheating will not be tolerated.** You must give appropriate credit to ideas borrowed from other sources. University policy states that, “**academic dishonesty may have serious consequences...Penalties for various levels of academic dishonesty vary from giving an ‘F’ on a particular quiz or exam, to giving an ‘F’ on a term paper or other written work, or giving the student an ‘F’ or ‘W’ for the course**”.

Copying of Internet information regarding motion picture reviews or other online film critiques is a form of plagiarism. If you are unsure whether you may have plagiarized, **please see the Professor before** turning in your assignment to discuss your concerns.

Please also refer to the following info graphic for a listing of different types of plagiarism:

[http://www.dontwasteyourtime.co.uk/wp-content/uploads/2012/05/2012-05-14\\_0854.png](http://www.dontwasteyourtime.co.uk/wp-content/uploads/2012/05/2012-05-14_0854.png)

<https://www.ithenticate.com/hs-fs/hub/92785/file-5414624-pdf/media/ith-selfplagiarism-whitepaper.pdf>

**NOTE: Students **MUST** use quotation marks around any statement that is not their own paraphrased work.**

To ensure academic honesty, promote accurate citing of references, and encourage the learning process, the **Professor has enabled the “Turnitin” function within Blackboard.** In doing so, all assignments will be scanned for unoriginal content utilizing this new technology. The Professor also allows for the student to view the Originality Score following their submission. Should the score be too high, it is recommended that the student re-submit the paper after making the appropriate corrections. The Professor retains the right, however, to make the final determination of originality and integrity, and will engage in discussion(s) with the student prior to said determination.

### **ACADEMIC INTEGRITY:**

Students who violate the Code of Academic Integrity (cheating, plagiarism, etc.) face penalties ranging from being required to redo the assignment (i.e., properly cite sources in cases of plagiarism) to failure of the assignment and/or class. The sanction is dependent on the severity of the violation as well as the number of times a student has violated the policy in the class. Egregious or multiple violations may result in additional university level sanctions. Further information can be found at:

<https://www.atu.edu/academic-integrity>

### **AFFIRMATIVE ACTION STATEMENT:**

Arkansas Tech University does not discriminate on the basis of color, sex, sexual orientation, gender identity, race, age, national origin, religion, veteran status, genetic information, or disability in any of our practices, policies, or procedures. If you have experienced any form of discrimination or harassment, including sexual misconduct (e.g. sexual assault, sexual harassment, stalking, domestic or dating violence), we encourage you to report this to the institution. If you report such an incident of misconduct to a faculty or staff member, they are required by law to notify Arkansas Tech University’s Title IX Coordinator and share the basic fact of your experience. The Title IX

Coordinator will then be available to assist you in understanding all of your options and in connecting you with all possible resources on and off campus. For more information, please visit: <http://www.atu.edu/titleix/index.php>.

### **ELECTRONIC MAIL & BLACKBOARD INFORMATION:**

Course documents (i.e. course syllabus) and other resource information are posted on the Blackboard system (<http://bblearn.atu.edu/>). You are able to access this information 24/7 from locations outside of the regular classroom. **You are responsible for checking Blackboard and your ATU email routinely to obtain class updates, schedule changes, and assignments.** Please be sure to set your Blackboard account so that all emails are automatically forwarded to your ATU ID or other Internet addresses you use.

### **BLACKBOARD HELP DESK INFORMATION:**

If you are experiencing problems with the Blackboard system, please contact the ATU eTech Help Desk at (479) 968-0646 or (866) 400-8022. Technicians are available to answer your questions 24/7, excluding holidays.

### **STUDENT ACCOMMODATIONS:**

“Arkansas Tech University is committed to providing equal opportunities for higher education to academically qualified individuals with disabilities. Students with disabilities attending Tech will be integrated as completely as possible into the University community”. Students requiring accommodations are encouraged to register with ATU’s Disability Services office. The office is located at Suite 141 in Doc Bryan and can be reached at (479) 968-0302; TTY Services - (479) 964-3290.

**Reasonable Accommodations:** If you need special accommodations as addressed by the American with Disabilities Act (ADA), please provide the Professor with the appropriate documentation from Disability Services and reasonable effort will be made to accommodate your needs. Students with disabilities are encouraged to contact Disability Services to discuss and establish reasonable accommodation. For an appointment with a counselor, please call (479)968-0302; TTY Services - (479) 964-3290. For more information about Disability Services, please check out their website at <http://www.atu.edu/disabilities/index.php>.

### **IN CASE OF EMERGENCIES:**

Please refer to the Professor for directions on what action(s) to take, keep calm and abide by all University directed commands. More specific information can be accessed at <http://www.atu.edu/emergency/index.php>. A copy of the Emergency Operations Plan can be found at <http://www.atu.edu/psafe/docs/ATUEPlan.pdf>.

### **STUDENT NEEDS STATEMENT:**

Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to notify the instructor if they are comfortable in doing so. Community resources are available for students and can be found at the following webpage: <https://www.atu.edu/localresources/>

If a student finds they need more support, they are encouraged to contact the Office of the Vice President for Student Services (479-968-0238).

**ATTENDANCE AND CLASS PARTICIPATION:**

It is vital to a student's success that they attend class. If a student is ill or has other reason(s) to miss class, it is important that they email their professor ahead of the scheduled class informing them of such. It remains at the discretion of the professor of record and/or the graduate program coordinator to determine if and how missed in class attendance/assignments will be made up. Unexcused absences may result in the student being unable to make up missed work, potentially resulting in deleterious effects to one's standing in the course.

Students are encouraged to be active participants in each class as the experiential nature of counseling courses enriches one's learning experience. Active participation in graduate classes consists of participating in discussions with faculty and/or fellow students, or communicating that one is engaged by utilizing active listening skills and nonverbal indicators.

## **COURSE SCHEDULE**

<b>WEEK</b>	<b>CHAPTER(S)</b>	<b>CONTENT</b>	<b>ASSIGNMENT(S)</b>
<b>1</b>	1	Introduction Syllabus Review Conceptualizing Functioning, Disability, and Health	Blackboard Attendance Module
<b>2</b>	2 & 3	Psychosocial & Functional Aspects of Health Concerns Intro to the Structure & Function of the Nervous System	Discussion Question #1
<b>3</b>	4 & 5	Traumatic Brain Injury Stroke	Quiz #1
<b>4</b>	6 & 7	Epilepsy & Other Conditions of the Nervous System Traumatic Spinal Cord Injury	Discussion Question #2
<b>5</b>	8 & 11	Multiple Sclerosis Developmental Conditions: Cerebral Palsy & Spina Bifida	Quiz #2
<b>6</b>	12 & 20	Neurodevelopmental Disorders Human Immunodeficiency Virus (HIV) Infection	Discussion Question #3
<b>7</b>	16 & 17	Conditions of the Eye & Blindness Hearing Loss & Deafness	Quiz #3
<b>8</b>	23 & 28	Diabetes & Other Conditions of the Endocrine System Cardiovascular Conditions	Quiz #4
<b>9</b>	26 & 32	Amputations Burn Injuries & Other Conditions of the Skin	Disability Condition Research Paper
<b>10</b>	9 & 27	Neurodegenerative & Neuromuscular Conditions Chronic Pain	
<b>11</b>	13 & 14	Diagnosis & Treatment of Psychiatric Conditions: Functional and Vocational Implications Functional Implications of Selected Psychiatric Diagnoses	Quiz #5
<b>12</b>	15 & 25	Substance-Related and Addictive Disorders Rheumatoid Arthritis, Lupus, and Other Rheumatic Conditions	Discussion Question #4
<b>13</b>	No Readings This Week	Watch the Film "The Big Sick"	Discussion Board #5

<b>14</b>	No Readings This Week	Graduate in Person Presentations Undergraduate Online Presentations	Online Presentation Submitted to Blackboard
<b>15</b>		Final Exam Review	

**FINAL EXAM SCHEDULED FOR:** \_\_\_\_\_

## CNSL 5141-3: Seminar in Counseling

**Offered:** As needed/requested

**Catalog Description:**

A directed seminar in an area of counseling. The specific focus will depend upon research underway, community or student need, and the unique educational opportunity available. Note: May be repeated for credit if course content differs. Note: A grade of C or better is required for Counseling majors.

---

**Instructor:** \_\_\_\_\_  
**Class Location:** \_\_\_\_\_  
**Course Day & Time:** \_\_\_\_\_  
**Office Hours:** \_\_\_\_\_

**E-Mail:** \_\_\_\_\_  
**Office Location:** \_\_\_\_\_  
**Phone:** \_\_\_\_\_

---

**COURSE DESCRIPTION:**

A directed seminar in an area of counseling. The specific focus will depend upon research underway, community or student need, and the unique educational opportunity available. Note: A grade of C or better is required for Counseling majors.

**COURSE OBJECTIVES:**

Course objectives will be constructed as each course is developed and delivered. Objectives will vary based on topic(s) covered.

**MATERIALS AND RESOURCES**

**Required Text:** Text(s) will vary based on topic(s) covered.

**Other Materials:** Suggested readings, movies, multimedia/internet resources, and additional handouts/readings provided by the instructor.

**LICENSURE/CERTIFICATION STANDARDS:**

**Arkansas LAC/LPC Knowledge Domains:** Domain(s) met will vary based on topic(s) covered.

**Certified Rehabilitation Counselor Knowledge Domains:** Domain(s) met will vary based on topic(s) covered.

**ASSIGNMENTS & POINTS\***

Assignment	Points/each	Total Points	% of Grade
*Assignments will vary based on course topic(s) and construction.			%
			%
<b>Total</b>			<b>100%</b>



**NOTE: YOU MUST COMPLETE ALL ASSIGNMENTS IN ORDER TO PASS THIS CLASS**

**GRADING SCALE\***

You are responsible for monitoring your grade. It is recommended that you keep a running total of the points you have earned throughout the semester. This will tell you where you stand at any given time.

<b>*Grading Scale Point Values Will Depend Upon Assignments and Points Attached to Each</b>				
90% - 100 %	or	points	=	4.0
80% - 89 %	or	points	=	3.0
70 % - 79 %	or	points	=	2.0
60 % - 69 %	or	points	=	1.0

**If you fall below 60% please contact the professor to discuss your academic status.**

**ACADEMIC HONESTY POLICY:**

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[http://www.dontwasteyourtime.co.uk/wp-content/uploads/2012/05/2012-05-14\\_0854.png](http://www.dontwasteyourtime.co.uk/wp-content/uploads/2012/05/2012-05-14_0854.png)

<https://www.ithenticate.com/hs-fs/hub/92785/file-5414624-pdf/media/ith-selfplagiarism-whitepaper.pdf>

**NOTE: Students **MUST** use quotation marks around any statement that is not their own paraphrased work.**

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### **ELECTRONIC MAIL & BLACKBOARD INFORMATION:**

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needs. Students with disabilities are encouraged to contact Disability Services to discuss and establish reasonable accommodation. For an appointment with a counselor, please call (479)968-0302; TTY Services - (479) 964-3290. For more information about Disability Services, please check out their website at <http://www.atu.edu/disabilities/index.php>.

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### **STUDENT NEEDS STATEMENT:**

Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to notify the instructor if they are comfortable in doing so. Community resources are available for students and can be found at the following webpage: <https://www.atu.edu/localresources/>

If a student finds they need more support, they are encouraged to contact the Office of the Vice President for Student Services (479-968-0238).

### **ATTENDANCE AND CLASS PARTICIPATION:**

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Students are encouraged to be active participants in each class as the experiential nature of counseling courses enriches one's learning experience. Active participation in graduate classes consists of participating in discussions with faculty and/or fellow students, or communicating that one is engaged by utilizing active listening skills and nonverbal indicators.

**COURSE SCHEDULE\***

**\*Course Schedule, Content, and Assignment Schedule Will Differ Based on Text(s) Selected and Determined Assignments**

WEEK	CHAPTER(S)	CONTENT	ASSIGNMENT(S)
1			Blackboard Attendance Module
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			

**FINAL EXAM SCHEDULED FOR: \_\_\_\_\_**

## CNSL 5163: Foundations of Substance Abuse

**Offered:** Fall semesters

### **Catalog Description:**

An introduction to mood and mind-altering substances and related issues designed to provide an overview of the physical, psychological, and sociocultural effects of psychoactive substance use and abuse. Topics include the history of psychoactive substances, pharmacokinetics, models of addiction, patterns of use, diagnostic and treatment information, cultural perspectives, sociopolitical issues, prevention and education. Note: A grade of C or better is required for Counseling majors.

---

**Instructor:** \_\_\_\_\_

**E-Mail:** \_\_\_\_\_

**Class Location:** \_\_\_\_\_

**Office Location:** \_\_\_\_\_

**Course Day & Time:** \_\_\_\_\_

**Phone:** \_\_\_\_\_

**Office Hours:** \_\_\_\_\_

---

### **COURSE DESCRIPTION:**

An introduction to mood and mind-altering substances and related issues designed to provide an overview of the physical, psychological, and sociocultural effects of psychoactive substance use and abuse. Topics include the history of psychoactive substances, pharmacokinetics, models of addiction, patterns of use, diagnostic and treatment information, cultural perspectives, sociopolitical issues, prevention and education.

### **COURSE OBJECTIVES:**

Upon successful completion of the course, students will...

1. Be able to identify and classify major categories of licit and illicit drugs.
2. Gain an understanding of the multi-faceted nature of substance abuse problems from pharmacological, psychological, and ecological perspectives.
3. Comprehend and describe the primary results of substance use and abuse, for both individuals and groups, as supported in the text and assigned readings.
4. Describe the physical effects of substance use on the nervous system and other body systems, including the concepts of tolerance, addiction and withdrawal.
5. Develop a knowledge of the methods and models used to assess, diagnose, treat, and prevent substance use and abuse across the lifespan.
6. Have an increased awareness of social and cultural issues which influence decisions about individual substance use, prevention, and public policy.
7. Expand their knowledge of current research findings related to substance abuse.
8. Acquire resources for further study and investigation.
9. Be provided avenues to analyze controversial issues surrounding drug use and abuse.

### **MATERIALS AND RESOURCES**

**Required Text:** Hanson, G. R., Venturelli, P. J., & Fleckenstein, A. E. (2022). *Drugs*

and society (14<sup>th</sup> Edition). Jones and Bartlett Learning.

**Other Materials:** Suggested readings, movies, multimedia/internet resources, and additional handouts/readings provided by the instructor.

**LICENSURE/CERTIFICATION STANDARDS:**

**Arkansas LAC/LPC Knowledge Domains:** This course meets, at least in part, the [Council for the Accreditation of Counseling and Related Educational Programs \(CACREP\)](#) Standards...

- |         |           |       |           |
|---------|-----------|-------|-----------|
| A.3.-4. | C.5.      | E.10. | G.7.      |
| A.11.   | C.10.-13. | E.15. | G.11.-17. |

**Certified Rehabilitation Counselor Knowledge Domains:** This course meets, at least in part, the [Commission on Rehabilitation Counselor Certification \(CRCC\)](#) Standards...

- |         |           |           |           |
|---------|-----------|-----------|-----------|
| 1.A.b.  | 2.D.e.-j. | 4.C.      | 5.C.p.    |
| 1.D.    | 2.E.-G.   | 5.A.a.-c. | 5.C.s.    |
| 2.A.-B. | 2.Q.      | 5.B.      | 5.D.      |
| 2.D.b.  | 4.A.      | 5.C.1.    | 6.B.a.-c. |

**ASSIGNMENTS & POINTS**

Assignment	Points/each	Total Points	% of Grade
Content Quizzes (4)	20	80	17.8%
Substance Abuse Paper	100	100	22.2%
Group Project/Presentation	100	100	22.2%
Discussion Questions (6)	20	120	26.7%
Final Exam	50	50	11.1%
<b>TOTAL</b>		<b>450</b>	<b>100%</b>

**NOTE: YOU MUST COMPLETE ALL ASSIGNMENTS IN ORDER TO PASS THIS CLASS**

**GRADING SCALE**

90%-100%	or	405-450 points	=	4.0
80%-89%	or	360-404.99 points	=	3.0
70%-79%	or	315-359.99 points	=	2.0
60%-69%	or	270-314.99 points	=	2.0

You are responsible for monitoring your grade. It is recommended that you keep a running total of the points you have earned throughout the semester. This will tell you where you stand at any given time.

**If you fall below 60% please contact the professor to discuss your academic status.**

**ACADEMIC HONESTY POLICY:**

You are expected to work to the best of *your* ability. **Copying, plagiarizing, self-plagiarizing, and cheating will not be tolerated.** You must give appropriate credit to ideas borrowed from other sources. University policy states that, **“academic dishonesty may have serious consequences...Penalties for various levels of academic dishonesty vary from giving an ‘F’ on a particular quiz or exam, to giving an ‘F’ on a term paper or other written work, or giving the student an ‘F’ or ‘W’ for the course”.** Copying of Internet information regarding motion picture reviews or other online film critiques is a form of plagiarism. If you are unsure whether you may have plagiarized, **please see the Professor before** turning in your assignment to discuss your concerns. Please also refer to the following info graphic for a listing of different types of plagiarism:

[http://www.dontwasteyourtime.co.uk/wp-content/uploads/2012/05/2012-05-14\\_0854.png](http://www.dontwasteyourtime.co.uk/wp-content/uploads/2012/05/2012-05-14_0854.png)

<https://www.ithenticate.com/hs-fs/hub/92785/file-5414624-pdf/media/ith-selfplagiarism-whitepaper.pdf>

**NOTE: Students MUST use quotation marks around any statement that is not their own paraphrased work.**

To ensure academic honesty, promote accurate citing of references, and encourage the learning process, the **Professor has enabled the “Turnitin” function within Blackboard.** In doing so, all assignments will be scanned for unoriginal content utilizing this new technology. The Professor also allows for the student to view the Originality Score following their submission. Should the score be too high, it is recommended that the student re-submit the paper after making the appropriate corrections. The Professor retains the right, however, to make the final determination of originality and integrity, and will engage in discussion(s) with the student prior to said determination.

**ACADEMIC INTEGRITY:**

Students who violate the Code of Academic Integrity (cheating, plagiarism, etc.) face penalties ranging from being required to redo the assignment (i.e., properly cite sources in cases of plagiarism) to failure of the assignment and/or class. The sanction is dependent on the severity of the violation as well as the number of times a student has violated the policy in the class. Egregious or multiple violations may result in additional university level sanctions. Further information can be found at:

<https://www.atu.edu/academic-integrity>

**AFFIRMATIVE ACTION STATEMENT:**

Arkansas Tech University does not discriminate on the basis of color, sex, sexual orientation, gender identity, race, age, national origin, religion, veteran status, genetic information, or disability in any of our practices, policies, or procedures. If you have experienced any form of discrimination or harassment, including sexual misconduct (e.g. sexual assault, sexual harassment, stalking, domestic or dating violence), we encourage you to report this to the institution. If you report such an incident of misconduct to a

faculty or staff member, they are required by law to notify Arkansas Tech University's Title IX Coordinator and share the basic fact of your experience. The Title IX Coordinator will then be available to assist you in understanding all of your options and in connecting you with all possible resources on and off campus. For more information, please visit: <http://www.atu.edu/titleix/index.php>.

### **ELECTRONIC MAIL & BLACKBOARD INFORMATION:**

Course documents (i.e. course syllabus) and other resource information are posted on the Blackboard system (<http://bblearn.atu.edu/>). You are able to access this information 24/7 from locations outside of the regular classroom. **You are responsible for checking Blackboard and your ATU email routinely to obtain class updates, schedule changes, and assignments.** Please be sure to set your Blackboard account so that all emails are automatically forwarded to your ATU ID or other Internet addresses you use.

### **BLACKBOARD HELP DESK INFORMATION:**

If you are experiencing problems with the Blackboard system, please contact the ATU eTech Help Desk at (479) 968-0646 or (866) 400-8022. Technicians are available to answer your questions 24/7, excluding holidays.

### **STUDENT ACCOMMODATIONS:**

“Arkansas Tech University is committed to providing equal opportunities for higher education to academically qualified individuals with disabilities. Students with disabilities attending Tech will be integrated as completely as possible into the University community”. Students requiring accommodations are encouraged to register with ATU's Disability Services office. The office is located at Suite 141 in Doc Bryan and can be reached at (479) 968-0302; TTY Services - (479) 964-3290.

**Reasonable Accommodations:** If you need special accommodations as addressed by the American with Disabilities Act (ADA), please provide the Professor with the appropriate documentation from Disability Services and reasonable effort will be made to accommodate your needs. Students with disabilities are encouraged to contact Disability Services to discuss and establish reasonable accommodation. For an appointment with a counselor, please call (479)968-0302; TTY Services - (479) 964-3290. For more information about Disability Services, please check out their website at <http://www.atu.edu/disabilities/index.php>.

### **IN CASE OF EMERGENCIES:**

Please refer to the Professor for directions on what action(s) to take, keep calm and abide by all University directed commands. More specific information can be accessed at <http://www.atu.edu/emergency/index.php>. A copy of the Emergency Operations Plan can be found at <http://www.atu.edu/psafe/docs/ATUEPlan.pdf>.

### **STUDENT NEEDS STATEMENT:**

Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to notify the instructor if they are



comfortable in doing so. Community resources are available for students and can be found at the following webpage: <https://www.atu.edu/localresources/>

If a student finds they need more support, they are encouraged to contact the Office of the Vice President for Student Services (479-968-0238).

**ATTENDANCE AND CLASS PARTICIPATION:**

It is vital to a student's success that they attend class. If a student is ill or has other reason(s) to miss class, it is important that they email their professor ahead of the scheduled class informing them of such. It remains at the discretion of the professor of record and/or the graduate program coordinator to determine if and how missed in class attendance/assignments will be made up. Unexcused absences may result in the student being unable to make up missed work, potentially resulting in deleterious effects to one's standing in the course.

Students are encouraged to be active participants in each class as the experiential nature of counseling courses enriches one's learning experience. Active participation in graduate classes consists of participating in discussions with faculty and/or fellow students, or communicating that one is engaged by utilizing active listening skills and nonverbal indicators.

## COURSE SCHEDULE

<b>WEEK</b>	<b>CHAPTER(S)</b>	<b>CONTENT</b>	<b>ASSIGNMENT(S)</b>
1	1	Introduction Syllabus Review Introduction to Drugs and Society	Blackboard Attendance Module
2	2 & 3	Explaining Drug Use and Abuse Drug Use, Regulation, and the Law	
3	4 & 5	Homeostatic Systems and Drugs How and Why Drugs Work	Discussion Question #1 & Quiz #1
4	7 & 8	Alcohol: Pharmacological Effects Alcohol: Behavioral Effects	Discussion Question #2
5	6	CNS Depressants: Sedative- Hypnotics Guest Speaker: AA/NA Community	Quiz #2
6	9	Narcotics (Opioids) Guest Speaker: Person in Recovery	Discussion #3
7	11	Tobacco Guest Speaker: Life with Lung Cancer/Impact of Smoking on the Lungs	Discussion #4
8	10 & 12	Stimulants Hallucinogens (Psychedelics)	Quiz #3
9	13 & 14	Marijuana Inhalants	
10	15	Over the Counter, Prescription, & Herbal Drugs Discussion about Paper Topics Chosen and Related Research	Substance Abuse Research Paper
11	16	Drug Use in Subcultures of Special Populations Supplemental Materials: Designer Drugs	Quiz #4 & Discussion Question #5
12	17	Drug Abuse Prevention Guest Speaker from Addictions Agency and/or ATU Campus Health & Wellness	Discussion Question #6
13		Group Presentations	Group Project
14		Group Presentations	
15		Final Exam Review Course Wrap Up	

**FINAL EXAM SCHEDULED FOR:** \_\_\_\_\_

# RS 4223/CNSL 5223: Ethics and Professional Development

**Offered:** Fall and Spring Semesters

## **Catalog Description:**

Studies that provide an understanding of the professional functioning of counselors including history and philosophy of the profession, professional roles, functions, and relationships with other human service providers, professional organizations, professional credentialing, the role of the professional counselor in advocating on behalf of the profession and ethical standards of ACA and CRCC highlighting applications of ethical and legal considerations in professional counseling. Note: A grade of C or better is required for Counseling majors.

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**Instructor:** \_\_\_\_\_  
**Class Location:** \_\_\_\_\_  
**Course Day & Time:** \_\_\_\_\_  
**Office Hours:** \_\_\_\_\_

**E-Mail:** \_\_\_\_\_  
**Office Location:** \_\_\_\_\_  
**Phone:** \_\_\_\_\_

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## **COURSE DESCRIPTION:**

Studies that provide an understanding of all of the following aspects of professional functioning: a.) history and philosophy of the counseling profession, including significant factors and events; b.) professional roles, functions, and relationships with other human service providers; c.) technological competence and computer literacy; d.) professional organizations, primarily ACA, its divisions, branches, and affiliates, including membership benefits, activities, services to members, and current emphases; e.) professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues; f.) public and private policy processes, including the role of the professional counselor in advocating on behalf of the profession; g.) advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients; and h) ethical standards of ACA and related entities, and applications of ethical and legal considerations in professional counseling. Note: A grade of C or better is required for Counseling majors.

## **COURSE OBJECTIVES:**

Upon successful completion of the course, students will...

1. Be knowledgeable in the history and philosophy of the counseling profession and its specialized areas
2. Know the role and process of the professional counselor advocating on behalf of and with individuals receiving counseling services to address systemic, institutional, architectural, attitudinal, disability, and social barriers that impede access, equity, and success
3. Know of different professional counseling organizations, including membership benefits, activities, services to members, and current issues
4. Understand the different professional counseling credentialing across service delivery modalities, including certification, licensure, and accreditation practices and standards for all specialized practice areas
5. Apply legislation, regulatory processes, and government/public policy that is relevant to

and has impact on service delivery of professional counseling across service delivery modalities and specialized practice areas

6. Actively apply procedures for assessing, responding to risk of, and developing a safety plan for, aggression or danger to others, self-inflicted harm, and suicide
7. Adhere to and ensure confidentiality, privileged communication, and privacy
8. Understand and apply laws and public policy affecting individuals with disabilities
9. Understand and apply ethical decision-making models and processes.
10. Be able to engage in self-care and self-awareness by utilizing self-evaluation strategies for ethical and effective practice

## **MATERIALS AND RESOURCES**

**Required Text:** Corey, G., Schneider Corey, M., & Corey, C. (2024). *Issues and ethics in the helping professions* (11<sup>th</sup> ed.). Cengage.

**Other Materials:** Suggested readings, movies, multimedia/internet resources, and additional handouts/readings provided by the instructor.

## **LICENSURE/CERTIFICATION STANDARDS:**

**Arkansas LAC/LPC Knowledge Domains:** This course meets, at least in part, the [Council for the Accreditation of Counseling and Related Educational Programs \(CACREP\)](#) Standards

A.1.-11.

E.6.

G.6.

G.13.-17.

**Certified Rehabilitation Counselor Knowledge Domains:** This course meets, at least in part, the [Commission on Rehabilitation Counselor Certification \(CRCC\) Standards](#)...

1.A.a.-l.

1.B.a.-r.

1.C.-H.

4.A.

**Commission on Accreditation of Allied Health Education Programs Knowledge Domains:** This course meets, at least in part, the [Commission on Accreditation of Allied Health Education Programs \(CAAHEP\) Standards](#), which addresses....

1.C.4.

1.D.2.

1.C.5.

1.F.1.

1.C.6.

1.F.2.

1.C.11.

## ASSIGNMENTS & POINTS

Assignment	Points/each	Total Points	% of Grade (RS)	% of Grade (CNSL)
Case Study Analyses (4)	75	300	52.2%	42.8%
Quizzes (4)	25	100	17.4%	14.3%
Roles, Functions, and Relationship Examination	100	100	17.4%	14.3%
Final Exam	75	75	13.0%	10.7%
Credentialing Research Paper (CNSL Only)	125	125	0%	17.9%
<b>Total</b>		<b>575 (RS) 700 (CNSL)</b>	<b>100%</b>	<b>100%</b>

**NOTE: YOU MUST COMPLETE ALL ASSIGNMENTS IN ORDER TO PASS THIS CLASS**

## GRADING SCALE

		RS	CNSL		
90%-100%	or	517.5-575 points	630-700 points	=	<b>4.0</b>
80%-89%	or	460-517.49 points	560-629.99 points	=	<b>3.0</b>
70%-79%	or	402.5-459.99 points	490-559.99 points	=	<b>2.0</b>
60%-69%	or	345-402.49 points	420-489.99 points	=	<b>1.0</b>

You are responsible for monitoring your grade. It is recommended that you keep a running total of the points you have earned throughout the semester. This will tell you where you stand at any given time.

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[http://www.dontwasteyourtime.co.uk/wp-content/uploads/2012/05/2012-05-14\\_0854.png](http://www.dontwasteyourtime.co.uk/wp-content/uploads/2012/05/2012-05-14_0854.png)

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### **STUDENT NEEDS STATEMENT:**

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Students are encouraged to be active participants in each class as the experiential nature of counseling courses enriches one’s learning experience. Active participation in graduate classes

consists of participating in discussions with faculty and/or fellow students, or communicating that one is engaged by utilizing active listening skills and nonverbal indicators.



## **COURSE SCHEDULE**

<b>WEEK</b>	<b>CHAPTER(S)</b>	<b>CONTENT</b>	<b>ASSIGNMENT(S)</b>
<b>1</b>	1	Introduction to Professional Ethics	Blackboard Attendance Module
<b>2</b>	2	The Counselor as a Person and as a Professional	
<b>3</b>	3	Values and the Helping Relationship	Quiz #1
<b>4</b>	4	Multicultural Perspectives and Diversity Issues	Case Study Analysis 1
<b>5</b>	5	Client Rights and Counselor Responsibilities	
<b>6</b>	6	Confidentiality: Ethical and Legal Issues	Quiz #2
<b>7</b>	7	Managing Boundaries and Multiple Relationships	Case Study Analysis 2
<b>8</b>	8	Professional Competence and Training	
<b>9</b>	9	Ethical Issues in Supervision	Quiz #3
<b>10</b>	10	Issues in Theory and Practice	Case Study Analysis 3
<b>11</b>	11	Ethical Issues in Couples and Family Therapy	Roles, Functions, and Relationship Examination
<b>12</b>	12	Ethical Issues in Group Work	Quiz #4
<b>13</b>	13	Community and Social Justice Perspectives	Case Study Analysis 4
<b>14</b>			
<b>15</b>			Credentialing Research Paper (CNSL Only)

**FINAL EXAM SCHEDULED FOR:** \_\_\_\_\_

## RS 4233/CNSL 5233: Diversity and Inclusion in Human Services Settings

**Offered:** Fall and Spring Semesters

### **Catalog Description:**

Cross-listing: RS 4133. Studies that provide an understanding of the cultural context of relationships, issues, and trends in a multicultural and diverse society related to such factors as culture, ethnicity, nationality, age, gender, sexual orientation, mental and physical characteristics, education, family values, religious and spiritual values, socioeconomic status and unique characteristics of individual, couples, families, ethnic groups, and communities including strategies for working with diverse populations and ethnic groups, counselors' roles in social justice, advocacy and conflict resolution, cultural self-awareness, the nature of biases and prejudices, processes of intentional and unintentional oppression and discrimination, and theories of multicultural counseling and identity development. Note: A grade of C or better is required for Counseling majors.

---

**Instructor:** \_\_\_\_\_  
**Class Location:** \_\_\_\_\_  
**Course Day & Time:** \_\_\_\_\_  
**Office Hours:** \_\_\_\_\_

**E-Mail:** \_\_\_\_\_  
**Office Location:** \_\_\_\_\_  
**Phone:** \_\_\_\_\_

---

### **COURSE DESCRIPTION:**

Studies that provide an understanding of the cultural context of relationships, issues, and trends in a multicultural and diverse society related to such factors as culture, ethnicity, nationality, age, gender, sexual orientation, mental and physical characteristics, education, family values, religious and spiritual values, socioeconomic status and unique characteristics of individual, couples, families, ethnic groups, and communities including all of the following; a) multicultural and pluralistic trends, including characteristics and concerns between and within diverse groups nationally and internationally; b) attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities; c) individual, couple, family, group, and community strategies for working with diverse populations and ethnic groups; d.) counselors' roles in social justice, advocacy and conflict resolution, cultural self-awareness, the nature of biases, prejudices, processes of intentional and unintentional oppression and discrimination, and other culturally supported behaviors that are detrimental to the growth of the human spirit, mind, or body; e) theories of multicultural counseling, theories of identity development, and multicultural competencies; and f.) Ethical and legal considerations. Note: A grade of C or better is required for Counseling majors.

### **COURSE OBJECTIVES:**

Upon successful completion of the course, students will...

1. Be knowledgeable in theories and models of multicultural counseling, social justice, and advocacy.
2. Recognize the influence of heritage, cultural identities, attitudes, values, beliefs, understandings, within-group differences, and acculturative experiences on individuals' worldviews.

3. Be cognizant of the effects of historical events, multigenerational trauma, and current issues on diverse cultural groups in the U.S. and globally.
4. Grasp the effects of stereotypes, overt and covert discrimination, racism, power, oppression, privilege, marginalization, microaggressions, and violence on counselors and clients.
5. Have an awareness and appreciation for the disproportional effects of poverty, income disparities, and health disparities toward people with marginalized identities.
6. Understand and synthesize strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination.
7. Discern guidelines developed by various professional counseling organizations related to social justice, advocacy, and working with individuals with diverse cultural identities.
8. Be knowledgeable in theories of cultural identity development.
9. Understand and address institutional and social barriers that impede access, equity, and success for clients.

**MATERIALS AND RESOURCES**

**Required Text:** Sue, D. W., & Sue, D., Neville, H. A., & Smith, L. (2022). *Counseling the culturally diverse: Theory and practice* (9<sup>th</sup> ed.). John Wiley & Sons, Inc.

**Other Materials:** Suggested readings, movies, multimedia/internet resources, and additional handouts/readings provided by the instructor.

**LICENSURE/CERTIFICATION/ACCREDITATION STANDARDS:**

**Arkansas LAC/LPC Knowledge Domains:** This course meets, at least in part, the [Council for the Accreditation of Counseling and Related Educational Programs \(CACREP\)](#) Standards

A.4.	C.2.	D.11.	E.13.
B.1.-11.	C.11.	E.7.	G.5.
	D.2.	E.11.	G.7.

**Certified Rehabilitation Counselor Knowledge Domains:** This course meets, at least in part, the [Commission on Rehabilitation Counselor Certification \(CRCC\) Standards](#)...

1.A.c.	1.C.	5.A.a.-c.	5.E.
10.E.-F.			

**Commission on Accreditation of Allied Health Education Programs Knowledge Domains:** This course meets, at least in part, the [Commission on Accreditation of Allied Health Education Programs \(CAAHEP\) Standards](#), which addresses ....

1.A.1.	1.B.4.	1.D.2.	1.E.1.
1.A.4.	1.B.11.	1.D.3.	1.F.1
1.A.6.	1.C.6.	1.D.5.	
1.A.8.	1.C.7.	1.D.6:	
1.B.1.	1.D.1.	1.D.8.	

### ASSIGNMENTS & POINTS

Assignment	Points/each	Total Points	% of Grade (RS)	% of Grade (CNSL)
Documentary Movie Review (1)	40	40	7.1%	5.2%
Discussion Boards (4)	25	100	17.7%	13.1%
Reflective Journal Entries (6)	25	175	31%	22.9%
“13 <sup>th</sup> ” Discussion Board	100	100	17.7%	13.1%
Final Reflective Journal/Paper	150	150	26.5%	19.6%
Cultural Competence Application Paper (CNSL Only)	200	200	0%	26.1%
<b>Total</b>		565 (RS) 765 (CNSL)	<b>100%</b>	<b>100%</b>

**NOTE: YOU MUST COMPLETE ALL ASSIGNMENTS IN ORDER TO PASS THIS CLASS**

### GRADING SCALE

You are responsible for monitoring your grade. It is recommended that you keep a running total of the points you have earned throughout the semester. This will tell you where you stand at any given time.

	<b>RS Students</b>	<b>CNSL Students</b>	
90% - 100 %	or	508.5-565 points	688.5-765 points = 4.0
80% - 89 %	or	452-508.49 points	612-688.49 points = 3.0
70 % - 79 %	or	395.5-451.99 points	535.5-611.99 points = 2.0
60 % - 69 %	or	339-395.49 points	459-535.49 points = 1.0

**If you fall below 60% please contact the professor to discuss your academic status.**

**\*\*\*DISCLAIMER:** This course will be exploring sensitive topics that are both real and fictional and may induce feelings of discomfort or otherwise strong reactions. Subject matter may include profanity, race and ethnicity, substance use/abuse, sexuality and sexual orientation, religion, and other controversial topics.

### ACADEMIC HONESTY POLICY:

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[http://www.dontwasteyourtime.co.uk/wp-content/uploads/2012/05/2012-05-14\\_0854.png](http://www.dontwasteyourtime.co.uk/wp-content/uploads/2012/05/2012-05-14_0854.png)

<https://www.ithenticate.com/hs-fs/hub/92785/file-5414624-pdf/media/ith-selfplagiarism-whitepaper.pdf>

**NOTE: Students **MUST** use quotation marks around any statement that is not their own paraphrased work.**

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### **AFFIRMATIVE ACTION STATEMENT:**

Arkansas Tech University does not discriminate on the basis of color, sex, sexual orientation, gender identity, race, age, national origin, religion, veteran status, genetic information, or disability in any of our practices, policies, or procedures. If you have experienced any form of discrimination or harassment, including sexual misconduct (e.g. sexual assault, sexual harassment, stalking, domestic or dating violence), we encourage you to report this to the institution. If you report such an incident of misconduct to a faculty or staff member, they are required by law to notify Arkansas Tech University’s Title IX Coordinator and share the basic fact of your experience. The Title IX Coordinator will then be available to assist you in understanding all of your options and in connecting you with all possible resources on and off campus. For more information, please visit: <http://www.atu.edu/titleix/index.php>.

### **ELECTRONIC MAIL & BLACKBOARD INFORMATION:**

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### **BLACKBOARD HELP DESK INFORMATION:**

If you are experiencing problems with the Blackboard system, please contact the ATU eTech Help Desk at (479) 968-0646 or (866) 400-8022. Technicians are available to answer your questions 24/7, excluding holidays.

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**Reasonable Accommodations:** If you need special accommodations as addressed by the American with Disabilities Act (ADA), please provide the Professor with the appropriate documentation from Disability Services and reasonable effort will be made to accommodate your needs. Students with disabilities are encouraged to contact Disability Services to discuss and establish reasonable accommodation. For an appointment with a counselor, please call (479)968-0302; TTY Services - (479) 964-3290. For more information about Disability Services, please check out their website at <http://www.atu.edu/disabilities/index.php>.

### **IN CASE OF EMERGENCIES:**

Please refer to the Professor for directions on what action(s) to take, keep calm and abide by all University directed commands. More specific information can be accessed at <http://www.atu.edu/emergency/index.php>. A copy of the Emergency Operations Plan can be found at <http://www.atu.edu/psafe/docs/ATUEPlan.pdf>.

### **STUDENT NEEDS STATEMENT:**

Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to notify the instructor if they are comfortable in doing so. Community resources are available for students and can be found at the following webpage: <https://www.atu.edu/localresources/>

If a student finds they need more support, they are encouraged to contact the Office of the Vice President for Student Services (479-968-0238).

### **ATTENDANCE AND CLASS PARTICIPATION:**

It is vital to a student’s success that they attend class. If a student is ill or has other reason(s) to miss class, it is important that they email their professor ahead of the scheduled class informing them of such. It remains at the discretion of the professor of record and/or the graduate program coordinator to determine if and how missed in class attendance/assignments will be made up. Unexcused absences may result in the student being unable to make up missed work, potentially resulting in deleterious effects to one’s standing in the course.

Students are encouraged to be active participants in each class as the experiential nature of counseling courses enriches one's learning experience. Active participation in graduate classes consists of participating in discussions with faculty and/or fellow students, or communicating that one is engaged by utilizing active listening skills and nonverbal indicators.

## **COURSE SCHEDULE**

<b>WEEK</b>	<b>CHAPTER(S)</b>	<b>CONTENT</b>	<b>ASSIGNMENT(S)</b>
<b>1</b>	1 & 2	Understanding Resistance to Multicultural Training: Obstacles to Developing Cultural Competence Multicultural Counseling and Therapy (MCT)	Blackboard Attendance Module Discussion Board #1
<b>2</b>	3 & 4	Cultural Perspectives and Barriers: The Individual Interplay of Cultural Experiences Microaggressions: Implications for Counseling and Psychotherapy	
<b>3</b>	5 & 6	Sociohistorical Privilege and Oppression: Implications for Counseling and Psychotherapy Racial Ethnic Cultural (REC) Identity Attitudes in People of Color: Counseling Implications	Journal #1
<b>4</b>	8, 9 & 11	Multicultural Counseling Competence and Cultural Humility for People of Color Counselors and Therapists Multicultural Evidence-Based Practice Culturally Competent Assessment	Discussion Board #2
<b>5</b>	7	White Racial Consciousness: Implications for Counseling and Psychotherapy	Journal #2
<b>6</b>	12	Multicultural Counseling Contexts: African Americans	
<b>7</b>	13 & 14	Multicultural Counseling Contexts: American Indians/Native Americans and Alaskan Natives Multicultural Counseling Contexts: Asian Americans and Pacific Islanders	Discussion Board #3
<b>8</b>	15	Multicultural Counseling Contexts: Latinx Communities	Journal #3
<b>9</b>	16	Multicultural Counseling Contexts: Multiracial Americans	"13th" Discussion Board
<b>10</b>	17	Multicultural Counseling Contexts: Arab Americans	Journal #4
<b>11</b>	19	Multicultural Counseling Contexts: Immigrants and Refugees	Documentary Movie Review
<b>12</b>	20	Multicultural Counseling Contexts: LGBTQ Communities	Discussion Board #4
<b>13</b>	22	Multicultural Counseling Contexts: Women	Journal #5



<b>14</b>	23	Multicultural Counseling Contexts: Individuals Living in Poverty	Cultural Competence Application Paper (CNSL Only)
<b>15</b>	24	Multicultural Counseling Contexts: Individuals with Disabilities	Journal #6

**FINAL REFLECTIVE JOURNAL DUE:** \_\_\_\_\_

## RS 4243/CNSL 5243: Psychopathology

**Offered:** Fall and Spring semesters

### **Catalog Description:**

A study of the DSM-V-TR (Diagnostic and Statistical Manual, 5<sup>th</sup> Edition – Text Revised) and the mild to severe behavioral disorders found therein. Students will learn about the etiology, treatment, and prognosis of various mental health diagnoses, gain a broad knowledge regarding psychological disorders, dysfunctional behaviors, and appropriate diagnostic and treatment options for these diagnoses, as well as develop a foundational comprehension regarding the diagnostic classification system, etiology, assessment, and treatment of mental health diagnoses. Both the history of mental health as well as the current research will be examined. Note: A grade of C or better is required for Counseling majors.

---

**Instructor:** \_\_\_\_\_

**E-Mail:** \_\_\_\_\_

**Class Location:** \_\_\_\_\_

**Office Location:** \_\_\_\_\_

**Course Day & Time:** \_\_\_\_\_

**Phone:** \_\_\_\_\_

**Office Hours:** \_\_\_\_\_

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### **COURSE DESCRIPTION:**

A study of the DSM-V-TR (Diagnostic and Statistical Manual, 5<sup>th</sup> Edition – Text Revised) and the mild to severe behavioral disorders found therein. Students will learn about the etiology, treatment, and prognosis of various mental health diagnoses, gain a broad knowledge regarding psychological disorders, dysfunctional behaviors, and appropriate diagnostic and treatment options for these diagnoses, as well as develop a foundational comprehension regarding the diagnostic classification system, etiology, assessment, and treatment of mental health diagnoses. Both the history of mental health as well as the current research will be examined. Note: A grade of C or better is required for Counseling majors.

### **COURSE OBJECTIVES:**

Upon successful completion of the course, students will...

1. Develop a functional knowledge of the DSM-5-TR to look up diagnostic information (etiology, treatment recommendations, etc.).
2. Learn the common symptoms, proper diagnostic procedures following the DSM-5-TR, and about differential diagnosis with mental health disorders.
3. Establish proper assessment and treatment goals and objectives with clients who are having active mental health symptoms.
4. Acquire an awareness of maladaptive behaviors that are common with clients diagnosed with mental health concerns and generate appropriate treatment options for clients

5. Ascertain condition prognoses to set reasonable expectations when working with clients with mental health diagnoses.
6. Gain foundational knowledge of historical views, current models, and DSM-5-TR diagnostic criteria to meet the needs of future clients.

**MATERIALS AND RESOURCES**

**Required Text:** Barlow, D. H., Durand, V. M., & Hofmann, S. G. (2023). *Psychopathology: An integrative approach to mental disorders (9<sup>th</sup> Ed.)*. Cengage Learning

American Psychiatric Association. (2022). *Diagnostic and statistical manual of mental disorders (5<sup>th</sup> Ed., Text Revision)*.

**Other Materials:** Suggested readings, movies, multimedia/internet resources, and additional handouts/readings provided by the instructor.

**LICENSURE/CERTIFICATION STANDARDS:**

**Arkansas LAC/LPC Knowledge Domains:** This course meets, at least in part, the [Council for the Accreditation of Counseling and Related Educational Programs \(CACREP\) Standards...](#)

- |      |         |           |
|------|---------|-----------|
| B.3. | E.2.-4. | G.7.      |
| B.6. | G.1.    | G.10.-17. |

**Certified Rehabilitation Counselor Knowledge Domains:** This course meets, at least in part, the [Commission on Rehabilitation Counselor Certification \(CRCC\) Standards...](#)

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|-----------|-----------|----------|
| 1.A.a.-b. | 2.N.      | 6.D.i.   |
| 1.A.f.-g. | 4.A.-C.   | 6.F.     |
| 1.C.-D.   | 5.B.      | 7.F.     |
| 2.A.-B.   | 5.C.a.-s. | 11.A.-D. |
| 2.F.-G.   | 5.D.-E.   | 11.D.-F  |
| 2.J.      | 6.B.a.-c. |          |
| 2.L.      | 6.D.f.-g. |          |

**Commission on Accreditation of Allied Health Education Programs Knowledge Domains:** This course meets, at least in part, the [Commission on Accreditation of Allied Health Education Programs \(CAAHEP\) Standards](#), which addresses...

- |          |                 |             |
|----------|-----------------|-------------|
| 1.A.2.d. | 1.A.3.e.i.-vii. | 1.A.10.a.   |
| 1.A.3.d. | 1.A.4.h.        | 1.D.8.a.-b. |

**ASSIGNMENTS & POINTS**

Assignment	Points/each	Total Points	% of Grade (RS)	% of Grade (CNSL)
5 Content Quizzes (5)	20	100	25%	16.7%
Mental Health Diagnosis Paper	100	100	25%	16.7%
Discussion Boards (5)	20	100	25%	16.7%
Final Exam	100	100	25%	16.7%

Research Poster Presentation (CNSL Only)	200	200	0%	33.2%
<b>TOTAL</b>		<b>400 (RS) 600 (CNSL)</b>	<b>100%</b>	<b>100%</b>

**NOTE: YOU MUST COMPLETE ALL ASSIGNMENTS IN ORDER TO PASS THIS CLASS**

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You are responsible for monitoring your grade. It is recommended that you keep a running total of the points you have earned throughout the semester. This will tell you where you stand at any given time.

		<b>RS</b>	<b>CNSL</b>		
90%-100%	or	360-400 points	540-600 points	=	<b>4.0</b>
80%-89%	or	320-359.99 points	480-539.99 points	=	<b>3.0</b>
70%-79%	or	280-319.99 points	420-479.99 points	=	<b>2.0</b>
60%-69%	or	240-279.99 points	360-419.99 points	=	<b>1.0</b>

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Disability Services office. The office is located at Suite 141 in Doc Bryan and can be reached at (479) 968-0302; TTY Services - (479) 964-3290.

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## **COURSE SCHEDULE**

<b>WEEK</b>	<b>CHAPTER(S)</b>	<b>CONTENT</b>	<b>ASSIGNMENT(S)</b>
<b>1</b>	1	Introduction Syllabus Review Psychopathology in Historical Context	Blackboard Attendance Module
<b>2</b>	2	Integrative Approaches to Psychopathology Introduction to the DSM-V-TR	Discussion Question #1
<b>3</b>	3	Clinical Assessment & Diagnosis Using the DSM-5-TR to Diagnosis	Discussion Question #2
<b>4</b>	5	Anxiety, Trauma and Stressor Related and Obsessive Compulsive and Related Disorders DSM-5-TR Highlights	Quiz #1
<b>5</b>	6	Somatic Symptoms and Related Disorders and Dissociative Disorders DSM-5 Highlights	Discussion Question #3
<b>6</b>	7	Mood Disorders and Suicide How To Conduct a Suicide Assessment	Quiz #2
<b>7</b>	8 & 9	Eating and Sleep Wake Disorders Highlights of Physical Disorders and Health Psychology	Discussion Question #4
<b>8</b>	10	Sexual Dysfunctions, Paraphilic Disorders, and Gender Dysphoria	Mental Health Diagnosis Paper
<b>9</b>	12	Personality Disorders	Quiz #3
<b>10</b>	13	Schizophrenia Spectrum and Other Psychotic Disorders	
<b>11</b>	11	Substance Related, Addictive, and Impulse-Control Disorders	Quiz #4
<b>12</b>	14 & 15	Highlights of Neurodevelopmental Disorders Highlights of Neurocognitive Disorders	Discussion Question #5
<b>13</b>	16	Mental Health Services: Legal & Ethical Issues	Quiz #5
<b>14</b>	No Readings This Week	Poster Presentations	
<b>15</b>		<b>Final Exam Review</b>	

**FINAL EXAM SCHEDULED FOR: \_\_\_\_\_**

## **CNSL 6013: Vocational Rehabilitation**

**Offered:** Summer Semester

**Catalog Description:**

Prerequisite: CNSL 5123. Studies that provide an understanding of career development and related life factors including career development theories, related assessment techniques and instruments, the career counseling process (i.e., career and educational planning, placement, follow-up, and evaluation), and collaboration with employers/educational institutions. Note: A grade of C or better is required for Counseling majors.

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**Instructor:** \_\_\_\_\_  
**Class Location:** \_\_\_\_\_  
**Course Day & Time:** \_\_\_\_\_  
**Office Hours:** \_\_\_\_\_

**E-Mail:** \_\_\_\_\_  
**Office Location:** \_\_\_\_\_  
**Phone:** \_\_\_\_\_

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**COURSE DESCRIPTION:**

Studies that provide an understanding of career development and related life factors, including all of the following: a.) career development theories and decision making models; b.) career, avocational, educational, occupational and labor market information resources, visual and print media, computer-based career information systems, and other electronic career information systems; c.) career development program planning, organization, implementation, administration, and evaluation; d.) interrelationships among and between work, family, and other life roles and factors including the role of diversity and gender in career development; e.) career and educational planning, placement, follow-up, and evaluation; f.) assessment instruments and techniques that are relevant to career planning and decision making; g.) technology-based career development applications and strategies, including computer assisted career guidance and information systems and appropriate world wide web sites; h.) career counseling processes, techniques, and resources, including those applicable to specific populations; and i.) ethical and legal considerations. Note: A grade of C or better is required for Counseling majors.

**COURSE OBJECTIVES:**

Upon successful completion of the course, students will...

1. Understand and apply theories of career development and work adjustment.
2. Understand and synthesize applicable vocational laws and policies (e.g., SSI/SSDI, Fair Labor Standards Act, FMLA, TWWIIA).
3. Apply evidence-based vocational interventions in practice.
4. Differentiate between and apply Supported Employment (SE), Customized Employment (CE), Individual Placement and Support (IPS), and Self-Employment strategies.
5. Be knowledgeable as to how a variety of disabilities affect the client's vocational experience.
6. Refer for or conduct formal assessments (e.g., Interest Inventories, Career, Work Values, and Maturity Tests, Ecological/Functional Capacity Evaluations).
7. Be knowledgeable in performing Transferable Skills Analyses (e.g., VDARE).
8. Be able to assess ergonomic, job accommodation, and assistive technology needs to advise



- job modification and restructuring.
9. Be familiar with the methods and techniques to perform labor market analysis.
  10. Understand, identify, and apply career development and job placement strategies, and apply job readiness, seeking, and retention skills.
  11. Assist employers with job accommodations for their employees (e.g., assistive technology, workspace modifications).
  12. Partner with employers/businesses to address needs and concerns related to hiring and retaining individuals with disabilities.

**MATERIALS AND RESOURCES**

**Required Text:** Sametz, R. R., Joseph, M. (2021). *Career counseling: A holistic view of lifespan and special populations* (1<sup>st</sup> ed.). Cognella.

**Other Materials:** Suggested readings, movies, multimedia/internet resources, and additional handouts/readings provided by the instructor.

**LICENSURE/CERTIFICATION STANDARDS:**

**Arkansas LAC/LPC Knowledge Domains:** This course meets, at least in part, the [Council for the Accreditation of Counseling and Related Educational Programs \(CACREP\)](#) Standards...

D.1-12

**Certified Rehabilitation Counselor Knowledge Domains:** This course meets, at least in part, the [Commission on Rehabilitation Counselor Certification \(CRCC\)](#) Standards...

- |           |           |             |           |
|-----------|-----------|-------------|-----------|
| 1.B.d.-i. | 2.M.      | 6.J.a.-b.   | 8.A.-D.   |
| 1.B.k.    | 5.E.      | 6.K.        | 8.E.a.-c. |
| 1.B.n.-o. | 6.B.a.    | 7.A.-D.     | 8.F.      |
| 1.B.q.-r. | 6.C.b.    | 7.E.a.i-iv. | 9.B.-G.   |
| 1.C.-E.   | 6.D.d.-e. | 7.F.        | 9.J.      |
| 1.C.G.-H. | 6.D.k.-n. | 7.G.a.-e.   | 11.D.-F   |
| 2.H.      | 6.E.-I.   | 7.H.-I.     |           |

**ASSIGNMENTS & POINTS**

Assignment	Points/each	Total Points	% of Grade
4 Quizzes	25	100	14.8%
Lifespan Diagram	125	125	18.5%
Assessment and Placement Application	200	200	29.6%
Final Exam	250	250	37.1%
<b>Total</b>		<b>675</b>	<b>100%</b>

**NOTE: YOU MUST COMPLETE ALL ASSIGNMENTS IN ORDER TO PASS THIS CLASS**

## **GRADING SCALE**

You are responsible for monitoring your grade. It is recommended that you keep a running total of the points you have earned throughout the semester. This will tell you where you stand at any given time.

90% - 100 %	or	607.5-675 points	=	4.0
80% - 89 %	or	540-607.49 points	=	3.0
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<https://www.ithenticate.com/hs-fs/hub/92785/file-5414624-pdf/media/ith-selfplagiarism-whitepaper.pdf>

**NOTE: Students **MUST** use quotation marks around any statement that is not their own paraphrased work.**

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## **COURSE SCHEDULE**

<b>WEEK</b>	<b>CHAPTER(S)</b>	<b>CONTENT</b>	<b>ASSIGNMENT(S)</b>
<b>1</b>	1	Introduction to Career Counseling and Development	Blackboard Attendance Module
<b>2</b>	2 & 3	Career Counseling Theories and Models Ethical and Legal Considerations for Career Counselors	
<b>3</b>	4	Career Counseling in Childhood	
<b>4</b>	5	Career Counseling for Adolescence and Transition-Age Clients	Quiz #1
<b>5</b>	6	Career Counseling for Adult Clients	
<b>6</b>	7	Career Counseling for Older Adults: Retirement and Preretirement	
<b>7</b>	8 & 9	Career Counseling for Multicultural Groups Career Counseling for Gender Differences and Dual Careers	Quiz #2
<b>8</b>	10	Career Counseling for LGBT+ Clients	Lifespan Diagram
<b>9</b>	11	Career Counseling for Individuals with Disabilities	
<b>10</b>	12 & 13	Career Counseling for Veterans Career Counseling for Individuals Recovering from Substance Abuse	Quiz #3
<b>11</b>	14 & 15	Career Counseling for Individuals with Mental Health Disorders Career Counseling for Ex-Offenders	
<b>12</b>	17	Career Counseling Intakes, Assessments, and Measurements	
<b>13</b>	18	Advocating and Marketing to Employers and Human Resources	Quiz #4
<b>14</b>	16	Group Career Counseling	
<b>15</b>			Assessment and Placement Application Assignment

**FINAL EXAM SCHEDULED FOR: \_\_\_\_\_**

## **CNSL 6023: Assessment in Counseling Environments**

**Offered:** Fall Semesters

**Catalog Description:**

Prerequisite: EDFD 6003. Studies that provide an understanding of individual and group approaches to assessment and evaluation, including basic concepts of standardized and non-standardized testing, other assessment techniques including norm-referenced and criterion-referenced assessment, environmental assessment, performance assessment, individual and group test and inventory methods, behavioral observations and computer-managed and computer-assisted methods, statistical concepts including reliability and validity, strategies for selecting, administering, and interpreting assessment and evaluation instruments and techniques in counseling, and ethical and legal considerations. Note: A grade of C or better is required for Counseling majors.

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**Instructor:** \_\_\_\_\_  
**Class Location:** \_\_\_\_\_  
**Course Day & Time:** \_\_\_\_\_  
**Office Hours:** \_\_\_\_\_

**E-Mail:** \_\_\_\_\_  
**Office Location:** \_\_\_\_\_  
**Phone:** \_\_\_\_\_

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**COURSE DESCRIPTION:**

Studies that provide an understanding of individual and group approaches to assessment and evaluation, including all of the following: a.) historical perspectives concerning the nature and meaning of assessment; b.) basic concepts of standardized and non-standardized testing and other assessment techniques including norm-referenced and criterion-referenced assessment, environmental assessment, performance assessment, individual and group test and inventory methods, behavioral observations and computer-managed and computer-assisted methods; c.) statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations; d.) reliability (i.e., theory of measurement error, models of reliability, and the use of reliability information); e.) validity (i.e., evidence of validity, types of validity, and the relationship between reliability and validity; f.) age, gender, sexual orientation, ethnicity, language, disability, culture, spirituality, and other factors related to the assessment and evaluation of individuals, groups, and specific populations; g.) Strategies for selecting, administering, and interpreting assessment and evaluation instruments and techniques in counseling; h.) An understanding of general principles and methods of case conceptualization, assessment, and/or diagnoses of mental and emotional status; and i.) Ethical and legal considerations. Note: A grade of C or better is required for Counseling majors.

**COURSE OBJECTIVES:**

Upon successful completion of the course, students will...

1. Be knowledgeable in strategies for assessing abilities, interests, values, and personality.
2. Have a familiarity of historical perspectives concerning the nature and meaning of assessment and testing in counseling
3. Be competent in basic concepts of standardized and non-standardized testing, norm-

- referenced and criterion-referenced assessments, and group and individual assessments
4. Successfully make culturally sustaining and developmental considerations for selecting, administering, and interpreting assessments, including individual accommodations and environmental modifications
  5. . Adhere to ethical and legal considerations for selecting, administering, and interpreting assessments
  6. Be capable of referring or conducting formal assessments.
  7. Be knowledgeable in interpreting assessment results for rehabilitation planning purposes.

**MATERIALS AND RESOURCES**

**Required Text:** Neukrug, E. S., & Fawcett, R. C. (2020). *Essentials of testing and assessment: A practical guide for counselors, social workers, and psychologists* (3<sup>rd</sup> ed.). Cengage.

**Other Materials:** Suggested readings, movies, multimedia/internet resources, and additional handouts/readings provided by the instructor.

**LICENSURE/CERTIFICATION STANDARDS:**

**Arkansas LAC/LPC Knowledge Domains:** This course meets, at least in part, the [Council for the Accreditation of Counseling and Related Educational Programs \(CACREP\)](#) Standards

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|------|----------|------|
| D.5. | G.1.-17. | H.8. |
|------|----------|------|

**Certified Rehabilitation Counselor Knowledge Domains:** This course meets, at least in part, the [Commission on Rehabilitation Counselor Certification \(CRCC\)](#) Standards...

- |           |           |            |
|-----------|-----------|------------|
| 1.A.f.-g. | 5.B.      | 6.F.       |
| 1.C.-E.   | 5.D.      | 6.k.       |
| 4.A.      | 6.B.a.-c. | 12.A.a.-g. |
| A.a.-c.   | 6.C.a.-n. | 12.B.      |

**ASSIGNMENTS & POINTS**

Assignment	Points/each	Total Points	% of Grade
Assessment Completion (5)	125	625	53.2%
Quizzes (3)	50	150	12.8%
Case Study Analyses (3)	100	300	25.5%
Final Exam	100	100	8.5%
<b>Total</b>		<b>1,175</b>	<b>100%</b>

**NOTE: YOU MUST COMPLETE ALL ASSIGNMENTS IN ORDER TO PASS THIS CLASS**

## **GRADING SCALE**

You are responsible for monitoring your grade. It is recommended that you keep a running total of the points you have earned throughout the semester. This will tell you where you stand at any given time.

90% - 100 %	or	1,057.5-1,175 points	=	4.0
80% - 89 %	or	940-1,057.49 points	=	3.0
70 % - 79 %	or	822.5-939.99 points	=	2.0
60 % - 69 %	or	705-822.49 points	=	1.0

**If you fall below 60% please contact the professor to discuss your academic status.**

## **ACADEMIC HONESTY POLICY:**

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[http://www.dontwasteyourtime.co.uk/wp-content/uploads/2012/05/2012-05-14\\_0854.png](http://www.dontwasteyourtime.co.uk/wp-content/uploads/2012/05/2012-05-14_0854.png)

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## COURSE SCHEDULE

WEEK	CHAPTER(S)	CONTENT	ASSIGNMENT(S)
1	1	History of Testing and Assessment	Blackboard Attendance Module
2	2	Ethical, Legal, and Professional Issues in Assessment	
3	3	Diagnosis in the Assessment Process	
4	4	The Assessment Report Process: Interviewing the Client and Writing the Report	Quiz 1
5	5	Test Worthiness: Validity, Reliability, Cross-Cultural Fairness, and Practicality	
6	6	Statistical Concepts: Making Meaning Out of Raw Scores	
7	7	Statistical Concepts: Creating New Scores to Interpret Test Data	Quiz 2
8	8	Assessment of Educational Ability: Survey Battery, Diagnostic, Readiness, and Cognitive Ability Tests	
9	8	Assessment of Educational Ability: Survey Battery, Diagnostic, Readiness, and Cognitive Ability Tests	Assessment Completion 1
10	9	Intellectual and Cognitive Functioning: Intelligence Testing and Neuropsychological Assessment	Quiz 3
11	9	Intellectual and Cognitive Functioning: Intelligence Testing and Neuropsychological Assessment	Assessment Completion 2 & Case Study Analysis 1
12	10	Career and Occupational Assessment: Interest Inventories, Multiple Aptitude, and Special Aptitude Tests	
13	10	Career and Occupational Assessment: Interest Inventories, Multiple Aptitude, and Special Aptitude Tests	Assessment Completion 3 & Case Study Analysis 1
14	11	Clinical Assessment: Objective and Projective Personality Tests	Assessment Completion 4
15	12	Informal Assessment: Observation, Rating Scales, Classification Methods,	Assessment Completion 5

		Environmental Assessment, Records and Personal Documents, and Performance-Based Assessment	& Case Study Analysis 3
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**FINAL EXAM SCHEDULED FOR:** \_\_\_\_\_

# CNSL 6123: Counseling Theories

**Offered:** Fall Semesters

**Catalog Description:**

A comparative study of the major theories of counseling, stressing their philosophical views of mankind, assumptions, techniques, strengths, and weaknesses. Students will explore their own inclinations toward given theories so that they may begin to develop their own theoretical toolkit. Note: A grade of C or better is required for Counseling majors.

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**Instructor:** \_\_\_\_\_  
**Class Location:** \_\_\_\_\_  
**Course Day & Time:** \_\_\_\_\_  
**Office Hours:** \_\_\_\_\_

**E-Mail:** \_\_\_\_\_  
**Office Location:** \_\_\_\_\_  
**Phone:** \_\_\_\_\_

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**COURSE DESCRIPTION:**

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**COURSE OBJECTIVES:**

Upon successful completion of the course, students will...

1. Be knowledgeable in theories and models of counseling, including relevance to clients from diverse backgrounds.
2. Be able to identify and evaluate the evidence base for counseling theories.
3. Understand individual counseling theories.

**MATERIALS AND RESOURCES**

**Required Text:** Kress, V. A., Seligman, L. W., & Reichenberg, L. W. (2021). *Theories of counseling and psychotherapy: Systems, strategies, and skills* (5<sup>th</sup> ed.). Pearson.

**Other Materials:** Suggested readings, movies, multimedia/internet resources, and additional handouts/readings provided by the instructor.

**LICENSURE/CERTIFICATION STANDARDS:**

**Arkansas LAC/LPC Knowledge Domains:** This course meets, at least in part, the [Council for the Accreditation of Counseling and Related Educational Programs \(CACREP\)](#) Standards

C.4.	E.1.	H.1.
C.12.	E.15.	H.2.

**Certified Rehabilitation Counselor Knowledge Domains:** This course meets, at least in part, the [Commission on Rehabilitation Counselor Certification \(CRCC\) Standards...](#)

- |           |           |      |      |
|-----------|-----------|------|------|
| 2.A.      | 2.D.a.-j. | 2.G. | 4.C. |
| 2.B.      | 2.E.      |      |      |
| 2.C.a.-n. | 2.F.      | 2.I. | 4.D. |

**ASSIGNMENTS & POINTS**

Assignment	Points/each	Total Points	% of Grade
Case Study Analyses (4)	75	300	41.4%
Quizzes (4)	50	100	13.8%
Theoretical Comparison Research Paper	175	175	24.1%
Personal Theoretical Orientation Reflection Paper	150	150	20.7%
<b>Total</b>		<b>725</b>	<b>100%</b>

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**GRADING SCALE**

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60 % - 69 %	or	435-507.49 points	=	1.0

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consists of participating in discussions with faculty and/or fellow students, or communicating that one is engaged by utilizing active listening skills and nonverbal indicators.

## **COURSE SCHEDULE**

<b>WEEK</b>	<b>CHAPTER(S)</b>	<b>CONTENT</b>	<b>ASSIGNMENT(S)</b>
<b>1</b>	1	Foundations of Effective Counseling	Blackboard Attendance Module
<b>2</b>	2	Freud and Classic Psychoanalysis	
<b>3</b>	3	Adlerian Therapy	Case Analysis 1
<b>4</b>	4	Post- and Neo Freudian Psychoanalytic Therapies	Quiz 1
<b>5</b>	5	Behavior Therapies	
<b>6</b>	6	Cognitive Behavioral Therapies	Case Analysis 2
<b>7</b>	7	Reality Therapy	Quiz 2
<b>8</b>	8	Contemporary CBT Therapies	
<b>9</b>	9	Existential Therapy	Case Analysis 3
<b>10</b>	10	Person-Centered Therapy	Quiz 3
<b>11</b>	11	Gestalt Therapy	
<b>12</b>	12	Feminist Therapy	Case Analysis 4
<b>13</b>	13	Postmodern Therapies	Quiz 4
<b>14</b>	15	Developing Your Theoretical Orientation	Theoretical Comparison Research Paper
<b>15</b>	14	Family Systems Therapies	

**Personal Theoretical Orientation Reflection Paper Due:** \_\_\_\_\_

## **CNSL 6163: Addiction Diagnosis and Treatment Strategies**

**Offered:** Spring semesters

**Catalog Description:**

Prerequisite: CNLS 5163. A study and assessment of addiction disorders and related treatment planning approaches with an overview of evidenced based intervention techniques and treatment strategies. Group as well as individual facilitation skills and meeting cultural issues in the individual/group settings will be addressed. Note: A grade of C or better is required for Counseling majors.

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**Instructor:** \_\_\_\_\_

**E-Mail:**

**Class Location:** \_\_\_\_\_

**Office Location:**

**Course Day & Time:** \_\_\_\_\_

**Phone:**

**Office Hours:** \_\_\_\_\_

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**COURSE DESCRIPTION:**

A study and assessment of addiction disorders and related treatment planning approaches with an overview of evidenced based intervention techniques and treatment strategies. Group as well as individual facilitation skills and meeting cultural issues in the individual/group settings will be addressed. Note: A grade of C or better is required for Counseling majors.

**COURSE OBJECTIVES:**

Upon successful completion of the course, students will...

1. Be able to identify and classify major categories of licit and illicit drugs.
2. Gain insight into the multi-faceted nature of substance abuse problems from pharmacological, psychological, and ecological perspectives.
3. Describe the physical effects of substance use on the nervous system and other body systems, including the concepts of tolerance, addiction and withdrawal.
4. Develop a functional knowledge of the methods and models used to assess, diagnose, treat, and prevent substance use and abuse across the lifespan.
5. Cultivate an increased understanding of social and cultural issues which influence decisions about individual substance use, prevention, and public policy.
6. Expand their understanding of the current research findings related to substance abuse.



You are responsible for monitoring your grade. It is recommended that you keep a running total of the points you have earned throughout the semester. This will tell you where you stand at any given time.

**If you fall below 60% please contact the professor to discuss your academic status.**

### **ACADEMIC HONESTY POLICY:**

You are expected to work to the best of *your* ability. **Copying, plagiarizing, self-plagiarizing, and cheating will not be tolerated.** You must give appropriate credit to ideas borrowed from other sources. University policy states that, “**academic dishonesty may have serious consequences...Penalties for various levels of academic dishonesty vary from giving an ‘F’ on a particular quiz or exam, to giving an ‘F’ on a term paper or other written work, or giving the student an ‘F’ or ‘W’ for the course**”. Copying of Internet information regarding motion picture reviews or other online film critiques is a form of plagiarism. If you are unsure whether you may have plagiarized, **please see the Professor before** turning in your assignment to discuss your concerns. Please also refer to the following info graphic for a listing of different types of plagiarism:

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<https://www.ithenticate.com/hs-fs/hub/92785/file-5414624-pdf/media/ith-selfplagiarism-whitepaper.pdf>

**NOTE: Students **MUST** use quotation marks around any statement that is not their own paraphrased work.**

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<https://www.atu.edu/academic-integrity>

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### **ELECTRONIC MAIL & BLACKBOARD INFORMATION:**

Course documents (i.e. course syllabus) and other resource information are posted on the Blackboard system (<http://bblearn.atu.edu/>). You are able to access this information 24/7 from locations outside of the regular classroom. **You are responsible for checking Blackboard and your ATU email routinely to obtain class updates, schedule changes, and assignments.** Please be sure to set your Blackboard account so that all emails are automatically forwarded to your ATU ID or other Internet addresses you use.

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**Reasonable Accommodations:** If you need special accommodations as addressed by the American with Disabilities Act (ADA), please provide the Professor with the appropriate documentation from Disability Services and reasonable effort will be made to accommodate your needs. Students with disabilities are encouraged to contact Disability Services to discuss and establish reasonable accommodation. For an appointment with a counselor, please call (479)968-0302; TTY Services - (479) 964-3290. For more information about Disability Services, please check out their website at <http://www.atu.edu/disabilities/index.php>.

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If a student finds they need more support, they are encouraged to contact the Office of the Vice President for Student Services (479-968-0238).

**ATTENDANCE AND CLASS PARTICIPATION:**

It is vital to a student's success that they attend class. If a student is ill or has other reason(s) to miss class, it is important that they email their professor ahead of the scheduled class informing them of such. It remains at the discretion of the professor of record and/or the graduate program coordinator to determine if and how missed in class attendance/assignments will be made up. Unexcused absences may result in the student being unable to make up missed work, potentially resulting in deleterious effects to one's standing in the course.

Students are encouraged to be active participants in each class as the experiential nature of counseling courses enriches one's learning experience. Active participation in graduate classes consists of participating in discussions with faculty and/or fellow students, or communicating that one is engaged by utilizing active listening skills and nonverbal indicators.

## **COURSE SCHEDULE**

<b>WEEK</b>	<b>CHAPTER(S)</b>	<b>CONTENT</b>	<b>ASSIGNMENT(S)</b>
<b>1</b>	1	Introduction Syllabus Review Choose Groups for Research Chapter 1 Introduction Chapter	Blackboard Attendance Module
<b>2</b>	2 & 3	Terms, Models, and Ethical Issues in Substance Abuse and Addictions Brain Basics and the Neuroscience of Substance Abuse and Addiction	
<b>3</b>	4 & 5	Substance Classifications, Effects, and Associated Dangers Assessment, Diagnosis, and Treatment Planning	Quiz #1
<b>4</b>	6	Motivational Interviewing in the Treatment of Substance Abuse and Addictions	
<b>5</b>	7	Applying CBT in the Treatment of Substance Abuse and Addictions Case Studies using CBT	
<b>6</b>	8	Applying Relapse Prevention in the Treatment of Substance Abuse and Addiction Introduction to the AA and NA literature. Discussion about Celebrate Recovery.	Quiz #2
<b>7</b>	9	Applying Group Theory in the Treatment of Substance Abuse and Addiction Case Studies and Video: Groups	
<b>8</b>	10	Applying Family Therapy in the Treatment of Substance Abuse and Addiction Case Studies About the Impact of Addiction on The Family	
<b>9</b>	11	Applying Solution-Focused Therapy in the Treatment of Substance Abuse and Addiction Outpatient Addiction Settings	Quiz #3
<b>10</b>	12	Applying Adlerian Therapy in the Treatment of Substance Abuse and Addiction Inpatient Addiction Settings	Addictions Assessment and Treatment Paper



<b>11</b>	13	Applying Gestalt Therapy in the Treatment of Substance Abuse and Addiction Day Treatment Addiction Settings	
<b>12</b>	14	Applying Existential Therapy in the Treatment of Substance Abuse and Addiction Medication Assisted Treatment in Addictions	
<b>13</b>	15	Key Considerations and Theory Integration Final Discussion about Group Presentations	Quiz #4
<b>14</b>		Group Presentations	Group Projects Due
<b>15</b>		Final Exam Review	

**FINAL EXAM SCHEDULED FOR:** \_\_\_\_\_

## **CNSL 6204: Counseling Skills and Technology in Counseling**

**Offered:** Spring semesters

### **Catalog Description:**

Prerequisite: CNSL 6123. Studies that provide an understanding of counseling and consultation process, including: counselor and consultant characteristics and behaviors that influence helping processes, verbal and nonverbal behaviors and personal characteristics, orientations, and skills; the development of a therapeutic relationship, establishment of appropriate counseling goals, designing of intervention strategies, evaluation of client outcomes, and success termination of the professional relationship. Studies will also facilitate student self-awareness so that the counselor-client relationship is therapeutic, and the counselor maintains appropriate professional boundaries. Students will begin to develop a personal model of counseling as well as establish a general framework for understanding and practicing consultation. Integration of technological strategies and applications within counseling and consultation processes will be explored, including ethical and legal considerations, the process, application and implementation of technology assisted counseling/therapy, the integration of ethical and social responsibility, current standards of practice for distance delivery and appropriateness of services with diverse individuals, relationships, and families. Note: A grade of C or better is required for Counseling majors.

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**Instructor:** \_\_\_\_\_  
**Class Location:** \_\_\_\_\_  
**Course Day & Time:** \_\_\_\_\_  
**Office Hours:** \_\_\_\_\_

**E-Mail:** \_\_\_\_\_  
**Office Location:** \_\_\_\_\_  
**Phone:** \_\_\_\_\_

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### **COURSE DESCRIPTION:**

Studies that provide an understanding of counseling and consultation process, including: counselor and consultant characteristics and behaviors that influence helping processes, verbal and nonverbal behaviors and personal characteristics, orientations, and skills; the development of a therapeutic relationship, establishment of appropriate counseling goals, designing of intervention strategies, evaluation of client outcomes, and success termination of the professional relationship. Studies will also facilitate student self-awareness so that the counselor-client relationship is therapeutic, and the counselor maintains appropriate professional boundaries. Students will begin to develop a personal model of counseling as well as establish a general framework for understanding and practicing consultation. Integration of technological strategies and applications within counseling and consultation processes will be explored, including ethical and legal considerations, the process, application and implementation of technology assisted counseling/therapy, the integration of ethical and social responsibility, current standards of practice for distance delivery and appropriateness of services with diverse individuals, relationships, and families. Note: A grade of C or better is required for Counseling majors.

### **COURSE OBJECTIVES:**

Upon successful completion of the course, students will...

1. Develop a functional knowledge of counseling skills (micro-skills) and theories to help the student pick the appropriate counseling techniques to benefit the client.

2. Apply counseling theory and techniques to build rapport with clients.
3. Generate appropriate counseling goals and objectives with the client, drawing from counseling theory and consultation techniques.
4. Employ a biopsychosocial approach to holistically assess the client's situation.
5. Successfully integrate technology, related strategies and applications within the counseling and consultation relationship.
6. Be knowledgeable in ethical and social responsibilities when utilizing technology in counseling, in addition to with current standards of practice (e.g., CACREP, CRCC, state licensure boards).
7. Accurately establish the appropriate use of technology/distance counseling with diverse populations, relationships, and families.

**MATERIALS AND RESOURCES**

**Required Text:** Ivey, A. E., Ivey, M. B., & Zalaquett, C. P. (2024). *Essential of intentional counseling and psychotherapy in a multicultural world* (4<sup>th</sup> ed). Cengage Learning.

Todd, S. M., Mikolon, T. M., & Perez, D. M. (2022). *Synchronous online counseling and supervision in the 21<sup>st</sup> century* (1<sup>st</sup> ed.). Cognella.

**Other Materials:** Suggested readings, movies, multimedia/internet resources, and additional handouts/readings provided by the instructor.

**LICENSURE/CERTIFICATION STANDARDS:**

**Arkansas LAC/LPC Knowledge Domains:** This course meets, at least in part, the [Council for the Accreditation of Counseling and Related Educational Programs \(CACREP\)](#) Standards...

A.1.-8.	E.1.-21.	G.13.-17.
A.10.-11.	G.10.	

**Certified Rehabilitation Counselor Knowledge Domains:** This course meets, at least in part, the [Commission on Rehabilitation Counselor Certification \(CRCC\)](#) Standards...

1.A.a.-f.	2.D.a.-j.	4.A.-D.	E.1.-21.
1.A.j.	2.F.	5.C.a.-s.	G.10.
1.A.l.	2.I.	5.D.-E.	G.13.-17.
1.B.-E.	2.N.	A.1.-8.	
2.A.-B.	2.Q.	A.10.-11.	

**ASSIGNMENTS & POINTS**

Opportunity	Points/ea	Total Points	% of Grade
Baseline Counseling Lab and Paper	100 points	100 points	16.7%
Midterm Counseling Lab and Reflection Paper	150 points	150 points	25%
Counseling Labs (2)	100 points	200 points	33.3%
Final Counseling Lab and Reflection Paper	150 points	150 points	25%
<b>TOTAL</b>		<b>600 points</b>	<b>100%</b>

**NOTE: YOU MUST COMPLETE ALL ASSIGNMENTS IN ORDER TO PASS THIS CLASS**

**GRADING SCALE**

You are responsible for monitoring your grade. It is recommended that you keep a running total of the points you have earned throughout the semester. This will tell you where you stand at any given time.

90%-100%	or	540-600 points	=	<b>4.0</b>
80%-89%	or	480-539.99 points	=	<b>3.0</b>
70%-79%	or	420-479.99 points	=	<b>2.0</b>
60%-69%	or	360-419.99 points	=	<b>1.0</b>

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## **COURSE SCHEDULE**

<b>WEEK</b>	<b>CHAPTER(S)</b>	<b>CONTENT</b>	<b>ASSIGNMENT(S)</b>
<b>1</b>		Introduction/Overview of Syllabus Partner Assignment Review Baseline Interview Baseline Interview Lecture	Blackboard Attendance Module
<b>2</b>	1 & 2	Foundations of Counseling and Psychotherapy Client Resiliency Builders: Essential Factors for Effective Practice	
<b>3</b>	3 & 1 (TMH)	Basic Listening Skills: Attending, Empathy, and Observing Client Verbal and Nonverbal Behavior Concepts, Principles, and Benefits of Telemental Health	Baseline Counseling Lab (Lab #1; Group A)
<b>4</b>	4 & 2 (TMH)	Questions: Opening Communication Overview of Telemental Health Technologies	Baseline Counseling Lab (Lab #1; Group B)
<b>5</b>	5 & 3 (TMH)	Encouraging, Paraphrasing, and Summarizing: Active Listening and Cognition Ethical, Legal, and Other Risk Management Considerations	Counseling Practice for Lab #2
<b>6</b>	6 & 4 (TMH)	Observing and Reflecting Feelings: The Heart of Empathic Understanding Establishing a Telemental Health Practice	Counseling Lab #2 (Group A)
<b>7</b>	7 & 5 (TMH)	How to Conduct a Five-Stage Counseling Session Using Only Listening Skills Safety Planning and Emergency Management	Counseling Lab #2 (Group B)
<b>8</b>	8 & 6 (TMH)	Focusing the Session: Exploring the Story from Multiple Perspectives Providing Direct Clinical Care	Counseling Practice for Midterm
<b>9</b>	9 & 7 (TMH)	Empathic Confrontations: Supporting While Addressing Client Conflict Conducting a Psychological Assessment During Telemental Health	Counseling Practice for Midterm
<b>10</b>	10 & 8 (TMH)	Reflection of Meaning and Interpretation/Reframing: Restorying Client Lives Through Meaning-Making Telesupervision and Training in Telepractice	Midterm Counseling Video and Reflection Paper
<b>11</b>	11 & 9 (TMH)	Influencing Client Actions and Decisions: Empathic Self-Disclosure, Feedback, Directives, Psychoeducation, Logical Consequences, and Decisional Counseling	Counseling Practice for Lab #4

		Ethical Telepractice with Diverse Populations	
<b>12</b>	12 & 10 (TMH)	Skill Integration Through Examining Your Own Sessions, Treatment Plans, and Case Management Conclusion	Counseling Lab #4 (Group A)
<b>13</b>	13	Crisis Counseling and Assessing Suicide Potential	Counseling Lab #4 (Group B)
<b>14</b>	14	Determining Personal Style in a World of Multiple Theories	Counseling Practice for Final Counseling Video
<b>15</b>		Discussion about Final Counseling Video and Reflection Paper	Counseling Practice for Final Counseling Video

**FINAL COUNSELING SESSION VIDEO AND REFLECTION PAPER DUE:**

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# **CNSL 6223: Family and Relationship Counseling: Theories and Techniques**

**Offered:** Summer Semesters

## **Catalog Description:**

Prerequisite: COUN 6213. A course to gain an understanding of the historical development of family systems theory and the major contributors of the theory and practice of family therapy, to demonstrate a working knowledge of the major theoretical concepts that are foundational to the field of family therapy. An examination of systems framework and the influence of family forms on family functioning. Note: A grade of C or better is required for Counseling majors.

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**Instructor:** \_\_\_\_\_  
**Class Location:** \_\_\_\_\_  
**Course Day & Time:** \_\_\_\_\_  
**Office Hours:** \_\_\_\_\_

**E-Mail:** \_\_\_\_\_  
**Office Location:** \_\_\_\_\_  
**Phone:** \_\_\_\_\_

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## **COURSE DESCRIPTION:**

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## **COURSE OBJECTIVES:**

Upon successful completion of the course, students will...

1. Be knowledgeable in the influence of mental and physical health conditions on coping, resilience, and overall wellness for individuals and families across the lifespan.
2. Apply clinical problem-solving and critical-thinking skills related to working with families and couples.
3. Understand family counseling theories.
4. Incorporate family counseling practices and interventions.
5. Be competent in conducting an assessment of client risk and development of a safety plan.
6. Use principles of crisis intervention for people with disabilities during crises, disasters, and other trauma-causing events.
7. Assess the impact of disability on the family or support system.
8. Possess knowledge of federal, state, and local resources for families and couples in counseling.

## **MATERIALS AND RESOURCES**

**Required Text:** Murdock, N. L. (2022). *Couple and family therapy: A case approach* (1<sup>st</sup> ed.) Pearson.

**Other Materials:** Suggested readings, movies, multimedia/internet resources, and additional handouts/readings provided by the instructor.



to discuss your concerns. Please also refer to the following info graphic for a listing of different types of plagiarism:

[http://www.dontwasteyourtime.co.uk/wp-content/uploads/2012/05/2012-05-14\\_0854.png](http://www.dontwasteyourtime.co.uk/wp-content/uploads/2012/05/2012-05-14_0854.png)

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**NOTE: Students MUST use quotation marks around any statement that is not their own paraphrased work.**

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## **COURSE SCHEDULE**

<b>WEEK</b>	<b>CHAPTER(S)</b>	<b>CONTENT</b>	<b>ASSIGNMENT(S)</b>
<b>1</b>	1	Introduction	Blackboard Attendance Module
<b>2</b>	2	Strategic Family Therapy	
<b>3</b>	3	Structural Family Therapy	
<b>4</b>	3	Structural Family Therapy	Quiz 1
<b>5</b>	4	Experiential Family Therapy	Theoretical Comparison 1
<b>6</b>	4	Experiential Family Therapy	
<b>7</b>	5	Bowen Family Systems Theory	Quiz 2
<b>8</b>	5	Bowen Family Systems Theory	
<b>9</b>	6	Cognitive Behavior Therapy	Theoretical Comparison 2
<b>10</b>	7	Solution-Focused Therapy	Quiz 3
<b>11</b>	8	Narrative Therapy	
<b>12</b>	9	Emotion-Focused Therapy	Theoretical Comparison 3
<b>13</b>	9	Emotion-Focused Therapy	Quiz 4
<b>14</b>	10	The Gottman Approach	
<b>15</b>	11	Conclusion	Theoretical Comparison 4

**FINAL EXAM SCHEDULED FOR: \_\_\_\_\_**

## **CNSL 6233: Theories and Techniques for Group Counseling**

**Offered:** Every other Fall semester

### **Catalog Description:**

Prerequisites: COUN 6213, CNSL 6123, and CNSL 6204. Studies that provide both theoretical and experiential understandings of group purpose, development, dynamics, counseling theories, group counseling methods and skills, and other group approaches, including principles of group dynamics (e.g., group process components, developmental stage theories, group members' roles and behaviors, therapeutic factors of group work), group leadership styles and approaches, theories of group counseling, group counseling methods, approaches used for other types of group work, professional preparation standards for group leaders, and ethical and legal considerations. Note: A grade of C or better is required for Counseling majors.

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**Instructor:** \_\_\_\_\_

**E-Mail:**

**Class Location:** \_\_\_\_\_

**Office Location:**

**Course Day & Time:** \_\_\_\_\_

**Phone:**

**Office Hours:** \_\_\_\_\_

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### **COURSE DESCRIPTION:**

Studies that provide both theoretical and experiential understandings of group purpose, development, dynamics, counseling theories, group counseling methods and skills, and other group approaches, including principles of group dynamics (e.g., group process components, developmental stage theories, group members' roles and behaviors, therapeutic factors of group work), group leadership styles and approaches, theories of group counseling, group counseling methods, approaches used for other types of group work, professional preparation standards for group leaders, and ethical and legal considerations. Note: A grade of C or better is required for Counseling majors.

### **COURSE OBJECTIVES:**

Upon successful completion of the course, students will...

1. Develop a functional knowledge of the purpose, development, dynamics, theory, methods, and skills surrounding group counseling.
2. Ascertain the principles of group dynamics (ex., group process components, developmental stage theories, group members' roles and behaviors).
3. Be knowledgeable regarding the therapeutic factors of group work.
4. Learn group leadership styles and approaches (i.e., characteristics of a good group leaders and leadership styles).
5. Establish a foundational grasp of group counseling theories and methods.
6. Be familiar with the variety of groups in which group work occurs (e.g., task groups, psychoeducational groups, therapy groups).

7. Engage in professional preparation for group leadership including ethical and legal aspects of group facilitation.

**MATERIALS AND RESOURCES**

**Required Text:** Corey, G. (2023). *Theory and Practice of Group Counseling (10<sup>th</sup> Ed)*. Cengage Learning.

**Other Materials:** Suggested readings, movies, multimedia/internet resources, and additional handouts/readings provided by the instructor.

**LICENSURE/CERTIFICATION STANDARDS:**

**Arkansas LAC/LPC Knowledge Domains:** This course meets, at least in part, the [Council for the Accreditation of Counseling and Related Educational Programs \(CACREP\)](#) Standards...

A.3.

F.1.-10.

**Certified Rehabilitation Counselor Knowledge Domains:** This course meets, at least in part, the [Commission on Rehabilitation Counselor Certification \(CRCC\) Standards](#)...

- |           |           |           |           |
|-----------|-----------|-----------|-----------|
| 1.B.d.-i. | 2.D.b.-e. | 4.A.      | 6.B.a.-c. |
| 1.A.a.-d. | 2.D.g.-h. | 4.C.      | 7.A.-C.   |
| 1.A.j.    | 2.D.j.    | 4.E.      | 9.A.-G.   |
| 1.A.l.    | 2.E.-I.   | 5.C.a.-s. | 11.A.-B.  |
| 1.C.-E.   | 2.L.-O.   | 5.E.      | 11.D.     |
| 1.G.      | 2.Q.      | 6.A.k.-n. | 12.E.     |
| 2.A.-B.   | 3.C.-D.   | 6.A.p.-s. |           |

**ASSIGNMENTS & POINTS**

Assignment	Points/each	Total Points	% of Grade
Leader of the Group	150	150	25%
Group Participation	150	150	25%
Group Work Poster Presentation	100	100	16.7%
Midterm Exam	100	100	16.7%
Final Exam	100	100	16.7%
<b>Total</b>		<b>600</b>	<b>100%</b>

**NOTE: YOU MUST COMPLETE ALL ASSIGNMENTS IN ORDER TO PASS THIS CLASS**

**GRADING SCALE**

You are responsible for monitoring your grade. It is recommended that you keep a running total of the points you have earned throughout the semester. This will tell you where you stand at any given time.

90%-100%	or	540-600 points	=	<b>4.0</b>
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80%-89%	or	480-539.99 points	=	<b>3.0</b>
70%-79%	or	420-479.99 points	=	<b>2.0</b>
60%-69%	or	360-419.99 points	=	<b>1.0</b>

**If you fall below 60% please contact the professor to discuss your academic status.**

**ACADEMIC HONESTY POLICY:**

You are expected to work to the best of *your* ability. **Copying, plagiarizing, self-plagiarizing, and cheating will not be tolerated.** You must give appropriate credit to ideas borrowed from other sources. University policy states that, “**academic dishonesty may have serious consequences...Penalties for various levels of academic dishonesty vary from giving an ‘F’ on a particular quiz or exam, to giving an ‘F’ on a term paper or other written work, or giving the student an ‘F’ or ‘W’ for the course**”. Copying of Internet information regarding motion picture reviews or other online film critiques is a form of plagiarism. If you are unsure whether you may have plagiarized, **please see the Professor before** turning in your assignment to discuss your concerns. Please also refer to the following info graphic for a listing of different types of plagiarism:

[http://www.dontwasteyourtime.co.uk/wp-content/uploads/2012/05/2012-05-14\\_0854.png](http://www.dontwasteyourtime.co.uk/wp-content/uploads/2012/05/2012-05-14_0854.png)

<https://www.ithenticate.com/hs-fs/hub/92785/file-5414624-pdf/media/ith-selfplagiarism-whitepaper.pdf>

**NOTE: Students **MUST** use quotation marks around any statement that is not their own paraphrased work.**

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**ACADEMIC INTEGRITY:**

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<https://www.atu.edu/academic-integrity>

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## **COURSE SCHEDULE**

<b>WEEK</b>	<b>CHAPTER(S)</b>	<b>CONTENT</b>	<b>ASSIGNMENT(S)</b>
<b>1</b>	1	Introduction Syllabus Review Introduction to Group Work	Blackboard Attendance Module
<b>2</b>	2	Group Leadership Example of a Psychoeducational Group (Professor Led)	
<b>3</b>	3	Ethical & Professional Issues in Group Counseling Example of a Therapy Group (Professor Led)	
<b>4</b>	4	Early Stages in the Development of a Group Practice Group Lead by Student Volunteers	
<b>5</b>	5	Later Stages in the Development of a Group	Group #1 Led by Co-Leaders
<b>6</b>	10	The Person-Centered Approach to Groups	Group #2 Led by Co-Leaders
<b>7</b>	12	Cognitive Behavioral Approaches to Groups	Group #3 Led by Co-Leaders
<b>8</b>	13	Rational Emotive Behavior Therapy in Groups	Midterm Exam
<b>9</b>	14	Choice Theory/Reality Therapy in Groups	Group #4 Led by Co-Leaders
<b>10</b>	15	Solution-Focused Brief Therapy and Motivational Interviewing in Groups	Group #5 Led by Co-Leaders
<b>11</b>	6	The Psychoanalytic Approach to Groups	Group #6 Led by Co-Leaders
<b>12</b>	7	Adlerian Group Counseling	Group #7 Led by Co-Leaders
<b>13</b>	16	Comparisons, Contrasts, and Integration Terminating a Group (Facilitated by Professor)	
<b>14</b>		Poster Presentations	Poster Presentation
<b>15</b>		Final Exam Review	

**FINAL EXAM SCHEDULED FOR: \_\_\_\_\_**

# CNSL 6803: Psychopharmacology and the Counseling Profession

**Offered:** Summer semesters

## **Catalog Description:**

Study of theory, research, & practice issues pertaining to psychopharmacology for non-medical practitioners. An introduction to behavioral psychopharmacology. Considerable attention is given to general principals of pharmacology as applied to the nervous system. Instruction is focused on broad principles and the activity of classes of drugs. Note: A grade of C or better is required for Counseling majors.

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**Instructor:** \_\_\_\_\_  
**Class Location:** \_\_\_\_\_  
**Course Day & Time:** \_\_\_\_\_  
**Office Hours:** \_\_\_\_\_

**E-Mail:** \_\_\_\_\_  
**Office Location:** \_\_\_\_\_  
**Phone:** \_\_\_\_\_

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## **COURSE DESCRIPTION:**

Study of theory, research, & practice issues pertaining to psychopharmacology for non-medical practitioners. An introduction to behavioral psychopharmacology. Considerable attention is given to general principals of pharmacology as applied to the nervous system. Instruction is focused on broad principles and the activity of classes of drugs. Note: A grade of C or better is required for Counseling majors.

## **COURSE OBJECTIVES:**

Upon successful completion of the course, students will...

1.

## **MATERIALS AND RESOURCES**

**Required Text:** Boccone, P. J. (2024). *A counselor's guide to psychopharmacology and alternative treatments* (1<sup>st</sup> ed.). Cognella.

Meyer, J. (2022). *Psychopharmacology* (4<sup>th</sup> ed.). Oxford Press.

**Other Materials:** Suggested readings, movies, multimedia/internet resources, and additional handouts/readings provided by the instructor.

## **LICENSURE/CERTIFICATION STANDARDS:**

**Arkansas LAC/LPC Knowledge Domains:** This course meets, at least in part, the [Council for the Accreditation of Counseling and Related Educational Programs \(CACREP\)](#) Standards...

E.18.

G.10.-12.

G.16.

**Certified Rehabilitation Counselor Knowledge Domains:** This course meets, at least in part, the [Commission on Rehabilitation Counselor Certification \(CRCC\) Standards](#)...

2.E.

5.D.

### ASSIGNMENTS & POINTS

Assignment	Points/each	Total Points	% of Grade
Quizzes (4)	75	300	26.5%
Case Studies (6)	90	540	47.8%
In-Class Exercises (8)	25	200	17.7%
Final Exam	90	90	8%
<b>Total</b>		<b>1,130</b>	<b>100%</b>

**NOTE: YOU MUST COMPLETE ALL ASSIGNMENTS IN ORDER TO PASS THIS CLASS**

### GRADING SCALE

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90% - 100 %	or	1,017-1,130 points	=	4.0
80% - 89 %	or	904-1,016.99 points	=	3.0
70 % - 79 %	or	791-903.99 points	=	2.0
60 % - 69 %	or	678-790.99 points	=	1.0

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## COURSE SCHEDULE

WEEK	CHAPTER(S)	CONTENT	ASSIGNMENT(S)
1	1 (Boccone)	Psychopharmacology in Counseling	Blackboard Attendance Module
2	2 (Boccone) 2 (Meyer)	Neurobiology Structure and Function of the Nervous System	
3	3 (Boccone) 1 (Meyer)	Pharmacology Principles of Pharmacology	
4	5 (Meyer)	Catecholamines	Quiz 1
5	6 (Meyer)	Serotonin	
6	7 (Meyer)	Acetylcholine	Quiz 2
7	8 (Meyer)	Glutamate and GABA	
8	4 (Boccone) 18 (Meyer)	Antidepressant Medications Affective Disorders: Antidepressants and Mood Stabilizers	Quiz 3
9	5 (Boccone) 17 (Meyer)	Antianxiety Medications Disorders of Anxiety and Impulsivity and the Drugs Used to Treat These Disorders	Case Study 1
10	6 (Boccone)	Antipsychotic Medications	Quiz 4 Case Study 2
11	7 (Boccone)	Mood Stabilizers	Case Study 3
12	8 (Boccone)	Substance Abuse and Medication- Assisted Treatment	Case Study 4
13	9 (Boccone)	Alternatives to Pharmacotherapy	Case Study 5
14	20 (Meyer)	Neurodegenerative Diseases	Case Study 6
15	10 (Boccone)	Additional Considerations	

**FINAL EXAM SCHEDULED FOR: \_\_\_\_\_**

## **CNSL 6823: Advanced Case Management Strategies for Counseling**

**Offered:** Every other Fall semester

### **Catalog Description:**

Prerequisites: CNSL 5223, CNSL 5243, and CNSL 6204. An examination and application of the case management process from conceptualization to resolution including complete case recording and documentation, principles of caseload management, and techniques for working with individuals with limited English proficiency or varied communication methods. Studies will highlight principles, models, and documentation formats for biopsychosocial case conceptualization and treatment planning, in addition to negotiation, mediation, and conflict resolution strategies. Students will also understand and address institutional and social barriers that impeded access, equity, and success for clients. Note: A grade of C or better is required for Counseling majors.

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**Instructor:** \_\_\_\_\_  
**Class Location:** \_\_\_\_\_  
**Course Day & Time:** \_\_\_\_\_  
**Office Hours:** \_\_\_\_\_

**E-Mail:** \_\_\_\_\_  
**Office Location:** \_\_\_\_\_  
**Phone:** \_\_\_\_\_

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### **COURSE DESCRIPTION:**

An examination and application of the case management process from conceptualization to resolution including complete case recording and documentation, principles of caseload management, and techniques for working with individuals with limited English proficiency or varied communication methods. Studies will highlight principles, models, and documentation formats for biopsychosocial case conceptualization and treatment planning, in addition to negotiation, mediation, and conflict resolution strategies. Students will also understand and address institutional and social barriers that impeded access, equity, and success for clients. Note: A grade of C or better is required for Counseling majors.

### **COURSE OBJECTIVES:**

Upon successful completion of the course, students will...

1. Be knowledgeable in counselors' roles, responsibilities, and relationships as members of specialized practice and interprofessional teams, including (a) collaboration and consultation, (b) community outreach, and (c) emergency response management.
2. Effectively develop measurable outcomes for clients.
3. Refine their professional record-keeping and documentation skills.
4. Apply principles and strategies of caseload management and the referral process to promote independence, optimal wellness, empowerment, and engagement with community resources.
5. Establish culturally sustaining and developmentally responsive strategies for conducting, interpreting, and reporting the results of research and program evaluation.
6. Develop an awareness of the programs and services available for specific and underserved populations.

**MATERIALS AND RESOURCES**

**Required Text:** Powell, S. K., & Tahan, H. M. (2018). *Case management: A practical guide for education and practice* (4<sup>th</sup> ed.). Lippincott Williams & Wilkins.

**Other Materials:** Suggested readings, movies, multimedia/internet resources, and additional handouts/readings provided by the instructor.

**LICENSURE/CERTIFICATION STANDARDS:**

**Arkansas LAC/LPC Knowledge Domains:** This course meets, at least in part, the [Council for the Accreditation of Counseling and Related Educational Programs \(CACREP\)](#) Standards...

A.2.-5.	D.3.-4.	E.3.-4.	G.5.
A.8.	D.6.-7.	E.14.	G.7.-17.
A.10.	D.9.	E.16.-17.	H.8.-11.

**Certified Rehabilitation Counselor Knowledge Domains:** This course meets, at least in part, the [Commission on Rehabilitation Counselor Certification \(CRCC\)](#) Standards...

1.A.b.-f.	2.F	5.C.k.-s.	10.B.-G.
1.A.k.-l.	2.J.	6.A.k.-s.	11.A.-F.
1.B.d.-i.	2.P.	6.F.	12.D.a.-c.
1.B.p.-r.	2.Q.	6.H.	12.E.
1.C.-G.	4.A.	9.A.-J.	
2.A	4.C.-E.	10.A.a.-e.	

**ASSIGNMENTS & POINTS**

Assignment	Points/each	Total Points	% of Grade
Quizzes (4)	75	300	26.5%
Self-Analysis Exercise (2)	50	100	8.8%
Case Scenario	80	80	7.1%
Midterm Case Audit	250	250	22.2%
Final Case Audit	400	400	35.4%
<b>TOTAL</b>		<b>1,130</b>	<b>100%</b>

**NOTE: YOU MUST COMPLETE ALL ASSIGNMENTS IN ORDER TO PASS THIS CLASS**

## **GRADING SCALE**

You are responsible for monitoring your grade. It is recommended that you keep a running total of the points you have earned throughout the semester. This will tell you where you stand at any given time.

90% - 100 %	or	1,017-1,130 points	=	4.0
80% - 89 %	or	904-1,016.99 points	=	3.0
70 % - 79 %	or	791-903.99 points	=	2.0
60 % - 69 %	or	678-790.99 points	=	1.0

**If you fall below 60% please contact the professor to discuss your academic status.**

## **ACADEMIC HONESTY POLICY:**

You are expected to work to the best of *your* ability. **Copying, plagiarizing, self-plagiarizing, and cheating will not be tolerated.** You must give appropriate credit to ideas borrowed from other sources. University policy states that, “**academic dishonesty may have serious consequences...Penalties for various levels of academic dishonesty vary from giving an ‘F’ on a particular quiz or exam, to giving an ‘F’ on a term paper or other written work, or giving the student an ‘F’ or ‘W’ for the course**”. Copying of Internet information regarding motion picture reviews or other online film critiques is a form of plagiarism. If you are unsure whether you may have plagiarized, **please see the Professor before** turning in your assignment to discuss your concerns. Please also refer to the following info graphic for a listing of different types of plagiarism:

[http://www.dontwasteyourtime.co.uk/wp-content/uploads/2012/05/2012-05-14\\_0854.png](http://www.dontwasteyourtime.co.uk/wp-content/uploads/2012/05/2012-05-14_0854.png)

<https://www.ithenticate.com/hs-fs/hub/92785/file-5414624-pdf/media/ith-selfplagiarism-whitepaper.pdf>

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## **ACADEMIC INTEGRITY:**

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Students are encouraged to be active participants in each class as the experiential nature of counseling courses enriches one's learning experience. Active participation in graduate classes consists of participating in discussions with faculty and/or fellow students, or communicating that one is engaged by utilizing active listening skills and nonverbal indicators.

## **COURSE SCHEDULE**

<b>WEEK</b>	<b>CHAPTER(S)</b>	<b>CONTENT</b>	<b>ASSIGNMENT(S)</b>
<b>1</b>	1	Overview of Case Management	Blackboard Attendance Module
<b>2</b>	2	Roles, Functions, and Preparation of Case Management Team Members	
<b>3</b>	3	Management of Resources and Reimbursement Systems	
<b>4</b>	4	The Case Management Process	Quiz #1
<b>5</b>	5	Utilization Management	
<b>6</b>	6	Transitional Planning: Understanding Levels and Transitions of Care	Case Scenario
<b>7</b>	Supplemental Materials	Treatment and Care Planning	Quiz #2
<b>8</b>	7	Quality Management and Outcomes Evaluation	
<b>9</b>	Meetings with Professor to Review Case		
<b>10</b>	8	Legal Consideration in Case Management Practice	Midterm Case Audit & Self-Analysis Exercise
<b>11</b>	9	Ethical Principles in Case Management Practice	Quiz #3
<b>12</b>	10	Case Management Standards and Professional Organizations	
<b>13</b>	11	Preparation for the Case Management Role	
<b>14</b>	12	Strategies for Success in Case Management Practice	Quiz #4
<b>15</b>	Meetings with Professor to Review Case		

**FINAL CASE AUDIT AND SELF-ANALYSIS EXERCISE SCHEDULED FOR:**

\_\_\_\_\_

## CNSL 6891-4: Independent Study

**Offered:** As needed/requested

**Catalog Description:**

Independent study courses are intended for graduate students who have the interest and the ability to investigate a topic not covered in the graduate courses available in their major field of study. The topic, format, and specific requirements of each independent study project must be approved in writing by the supervising instructor, graduate advisor, program director, and Graduate College Dean prior to enrollment for independent study credit. The original copy of the independent study approval form will be kept in the student's file in the Registrar's Office as part of the student's official graduate record. A student may not enroll in an independent study course before completing twelve (12) hours of graduate credit. Note: A grade of C or better is required for Counseling students.

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**Instructor:** \_\_\_\_\_  
**Class Location:** \_\_\_\_\_  
**Course Day & Time:** \_\_\_\_\_  
**Office Hours:** \_\_\_\_\_

**E-Mail:** \_\_\_\_\_  
**Office Location:** \_\_\_\_\_  
**Phone:** \_\_\_\_\_

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**COURSE DESCRIPTION:**

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**COURSE OBJECTIVES:**

Course objectives will be constructed as each course is developed and delivered. Objectives will vary based on topic(s) covered.

**MATERIALS AND RESOURCES**

**Required Text:** Text(s) will vary based on topic(s) covered.

**Other Materials:** Suggested readings, movies, multimedia/internet resources, and additional handouts/readings provided by the instructor.

**LICENSURE/CERTIFICATION STANDARDS:**

**Arkansas LAC/LPC Knowledge Domains:** Domain(s) met will vary based on topic(s) covered.



**Certified Rehabilitation Counselor Knowledge Domains:** Domain(s) met will vary based on topic(s) covered.

**ASSIGNMENTS & POINTS\***

Assignment	Points/each	Total Points	% of Grade
*Assignments will vary based on course topic(s) and construction.			%
			%
<b>Total</b>			<b>100%</b>

**NOTE: YOU MUST COMPLETE ALL ASSIGNMENTS IN ORDER TO PASS THIS CLASS**

**GRADING SCALE\***

You are responsible for monitoring your grade. It is recommended that you keep a running total of the points you have earned throughout the semester. This will tell you where you stand at any given time.

<b>*Grading Scale Point Values Will Depend Upon Assignments and Points Attached to Each</b>				
90% - 100 %	or	points	=	4.0
80% - 89 %	or	points	=	3.0
70 % - 79 %	or	points	=	2.0
60 % - 69 %	or	points	=	1.0

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If a student finds they need more support, they are encouraged to contact the Office of the Vice President for Student Services (479-968-0238).

## **ATTENDANCE AND CLASS PARTICIPATION:**

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Students are encouraged to be active participants in each class as the experiential nature of counseling courses enriches one’s learning experience. Active participation in graduate classes consists of participating in discussions with faculty and/or fellow students, or communicating that one is engaged by utilizing active listening skills and nonverbal indicators.

**COURSE SCHEDULE\***

**\*Course Schedule, Content, and Assignment Schedule Will Differ Based on  
Text(s) Selected and Determined Assignments**

<b>WEEK</b>	<b>CHAPTER(S)</b>	<b>CONTENT</b>	<b>ASSIGNMENT(S)</b>
<b>1</b>			Blackboard Attendance Module
<b>2</b>			
<b>3</b>			
<b>4</b>			
<b>5</b>			
<b>6</b>			
<b>7</b>			
<b>8</b>			
<b>9</b>			
<b>10</b>			
<b>11</b>			
<b>12</b>			
<b>13</b>			
<b>14</b>			
<b>15</b>			

**FINAL EXAM SCHEDULED FOR: \_\_\_\_\_**

## **CNSL 6973: Practicum in Counseling**

**Offered:** Fall semesters

**Catalog Description:**

Prerequisites: CNSL 5123, CNSL 5233, CNSL 6013, CNSL 6123, and CNSL 6204. Corequisite: CNSL 6233, CNSL 6823. The practicum totals a minimum of 100 clock hours including 40 hours of direct service with clients, including experience in individual counseling and group work; weekly interaction with an average of one hour per week of individual and/or triadic supervision which occurs regularly over a minimum of one academic term by a program faculty member or a supervisor working under the supervision of a program, faculty member; an average of 1 ½ hours per week of group supervision that is provided on a regular schedule over the course of the student's practicum by a program faculty member or a supervisor under the supervision of a program faculty member, and evaluation of the student's performance throughout the practicum including a formal evaluation after the student completes the practicum. Note: A grade of C or better is required for Counseling majors. Fee: \$60.00 program fee.

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**Instructor:** \_\_\_\_\_  
**Class Location:** \_\_\_\_\_  
**Course Day & Time:** \_\_\_\_\_  
**Office Hours:** \_\_\_\_\_

**E-Mail:** \_\_\_\_\_  
**Office Location:** \_\_\_\_\_  
**Phone:** \_\_\_\_\_

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**COURSE DESCRIPTION:**

The practicum totals a minimum of 100 clock hours including 40 hours of direct service with clients, including experience in individual counseling and group work; weekly interaction with an average of one hour per week of individual and/or triadic supervision which occurs regularly over a minimum of one academic term by a program faculty member or a supervisor working under the supervision of a program, faculty member; an average of 1 ½ hours per week of group supervision that is provided on a regular schedule over the course of the student's practicum by a program faculty member or a supervisor under the supervision of a program faculty member, and evaluation of the student's performance throughout the practicum including a formal evaluation after the student completes the practicum. Note: A grade of C or better is required for Counseling majors. Fee: \$60.00 program fee.

**COURSE OBJECTIVES:**

Upon successful completion of the course, students will...

1. Experience counselors' roles, responsibilities, and relationships as members of specialized practice and interprofessional teams, including (a) collaboration and consultation, (b) community outreach, and (c) emergency response management.
2. Engage in self-care, self-awareness, and self-evaluation strategies for ethical and effective practice.
3. Apply classroom knowledge (e.g., assessment, theory and philosophy, case management,

skill and technique) in real world, real time experiential learning opportunities.

**MATERIALS AND RESOURCES**

**Required Text:** Hodges, S. (2019). *The counseling practicum and internship manual: A resource for graduate counseling students* (3rd ed.). Springer.

**Other Materials:** Suggested readings, movies, multimedia/internet resources, and additional handouts/readings provided by the instructor.

**LICENSURE/CERTIFICATION STANDARDS:**

**Arkansas LAC/LPC Knowledge Domains:** This course meets, at least in part, the [Council for the Accreditation of Counseling and Related Educational Programs \(CACREP\)](#) Standards...

Practicum (100 clock hours w/ 40 direct contact)

**Certified Rehabilitation Counselor Knowledge Domains:** This course meets, at least in part, the [Commission on Rehabilitation Counselor Certification \(CRCC\)](#) Standards...

Practicum – 100 clock hours w/ 40 direct contact with persons with disabilities

**ASSIGNMENTS & POINTS**

<b>Assignments:</b>	<b>Points/Each</b>	<b>Total Points</b>	<b>% of Final Grade</b>
Confidentiality Agreement, Practicum Contract, Affiliation Agreement, & Photograph/Media Release Form <b>(MANDATORY TO CONTINUE)</b>	55	220	15.4%
Weekly Journals (13)	25	325	22.8%
Weekly Time Sheets (MUST reflect at least 100 total hours, 40 of which must be with direct client contact; 15)	30	450	31.6%
“My Worldview” Paper	75	75	5.2%
Mid-Semester Eval by Site Supervisor	90	90	6.3%
Thank You Letter(s)	25	25	1.8%
Practicum Feedback Sheet	25	25	1.8%
Final Eval by Site Supervisor	90	90	6.3%
Final Reflective Paper	125	125	8.8%
<b>Total</b>		<b>1,425</b>	<b>100%</b>

**NOTE: YOU MUST COMPLETE ALL ASSIGNMENTS IN ORDER TO PASS THIS CLASS**

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80% - 89 %	or	points	=	3.0
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Students are encouraged to be active participants in each class as the experiential nature of counseling courses enriches one's learning experience. Active participation in graduate classes consists of participating in discussions with faculty and/or fellow students, or communicating that one is engaged by utilizing active listening skills and nonverbal indicators.

## **COURSE SCHEDULE**

<b>WEEK</b>	<b>CHAPTER(S)</b>	<b>CONTENT</b>	<b>ASSIGNMENT(S)</b>
<b>1</b>		Review of Syllabus, Required Paperwork, and Expectations	Blackboard Attendance Module
<b>2</b>	1	Introduction to the Counseling Profession and the Practicum/Internship	Confidentiality Agreement, Practicum Contract, Affiliation Agreement, & Photograph/Media Release Form
<b>3</b>	3	Ethical and Legal Issues	Time Logs #1-3 & Journal #1
<b>4</b>	4	Clinical Issues in Practicum/Internship	Time Log #4 & Journal #2
<b>5</b>	5	Clinical Writing and Documentation in Counseling Records	Time Log #5 & Journal #3
<b>6</b>	6	Models of Supervision: Classroom and Site Supervision	Time Log #6 & Journal #4
<b>7</b>	7	Multicultural Issues and Considerations	Time Log #7, Journal #5, & Mid-Semester Eval by Site Supervisor
<b>8</b>	8	Managing Stress During Your Practicum/Internship	Time Log #8 & Journal #6
<b>9</b>	9	Crisis Intervention in Practicum/Internship	Time Log #9 & Journal #7
<b>10</b>	10	Ensuring Safety on Practicum and Internship	Time Log #10 & Journal #8
<b>11</b>	11	Addressing Trauma in Counseling: Interventions for Victims, Survivors, and Practicum and Internship Students	Time Log #11 & Journal #9
<b>12</b>	11	Addressing Trauma in Counseling: Interventions for Victims, Survivors, and Practicum and Internship Students	Time Log #12, Journal #10, & "My Worldview" Paper

<b>13</b>	12	Termination in Counseling: How to Say Goodbye	Time Log #13 & Journal #11
<b>14</b>	12	Termination in Counseling: How to Say Goodbye	Time Log #14 & Journal #12
<b>15</b>	13	Completing the Practicum/Internship and Preparing for the Future as a Professional Counselor	Time Log #15, Journal #13, Thank You Cards, & Practicum Feedback Sheet

**Final Reflection Paper, Any Remaining Time Logs, and Final Eval By Your Site Supervisor MUST Be Submitted By: \_\_\_\_\_**

## **CNSL 6981-6: Internship in Counseling**

**Offered:** Every semester

**Catalog Description:**

Prerequisites: CNSL 6973. The Internship(s) requires the minimum of supervised 600 total clock hours that is begun after the completion of the practicum. The internship includes 240 total hours of direct service with clients appropriate to the program of study; weekly interaction with an average of one hour per week of individual an/or triadic supervision, throughout the internship(s), (usually performed by the on-site supervisor); an average of 1 ½ hours per week of group supervision provided on a regular schedule throughout the internship, usually performed by a program faculty member; the opportunity for the student to become familiar with a variety of professional activities in addition to direct service ( record keeping, supervision, information and referral, in-service and staff meetings); the student develops program-appropriate audio and/or videotapes of student's interactions with clients for use in supervision; the opportunity to gain supervised experience in the use of a variety of professional resources such as assessment instruments, technologies, print and non-print media, professional literature, and research, and a formal evaluation of the student's performance during the internship be a program faculty member in consultation with the site supervisor. Note: A grade of C or better is required for Counseling majors. Fee: \$120.00 program fee.

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**Instructor:** \_\_\_\_\_  
**Class Location:** \_\_\_\_\_  
**Course Day & Time:** \_\_\_\_\_  
**Office Hours:** \_\_\_\_\_

**E-Mail:** \_\_\_\_\_  
**Office Location:** \_\_\_\_\_  
**Phone:** \_\_\_\_\_

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**COURSE DESCRIPTION:**

The Internship(s) requires the minimum of supervised 600 total clock hours that is begun after the completion of the practicum. The internship includes 240 total hours of direct service with clients appropriate to the program of study; weekly interaction with an average of one hour per week of individual an/or triadic supervision, throughout the internship(s), (usually performed by the on-site supervisor); an average of 1 ½ hours per week of group supervision provided on a regular schedule throughout the internship, usually performed by a program faculty member; the opportunity for the student to become familiar with a variety of professional activities in addition to direct service ( record keeping, supervision, information and referral, in-service and staff meetings); the student develops program-appropriate audio and/or videotapes of student's interactions with clients for use in supervision; the opportunity to gain supervised experience in the use of a variety of professional resources such as assessment instruments, technologies, print and non-print media, professional literature, and research, and a formal evaluation of the student's performance during the internship be a program faculty member in consultation with the site supervisor. Note: A grade of C or better is required for Counseling majors. Fee: \$120.00 program fee.

**COURSE OBJECTIVES:**

Upon successful completion of the course, students will...

1. Experience counselors’ roles, responsibilities, and relationships as members of specialized practice and interprofessional teams, including (a) collaboration and consultation, (b) community outreach, and (c) emergency response management.
2. Engage in self-care, self-awareness, and self-evaluation strategies for ethical and effective practice.
3. Apply classroom knowledge (e.g., assessment, theory and philosophy, case management, skill and technique) in real world, real time experiential learning opportunities.
4. Gain supervised experience in the use of a variety of professional resources such as assessment instruments, technologies, print and non-print media, professional literature, and research.

**MATERIALS AND RESOURCES**

**Required Text:** Hodges, S. (2019). *The counseling practicum and internship manual: A resource for graduate counseling students* (3rd ed.). Springer.

**Other Materials:** Suggested readings, movies, multimedia/internet resources, and additional handouts/readings provided by the instructor.

**LICENSURE/CERTIFICATION STANDARDS:**

**Arkansas LAC/LPC Knowledge Domains:** This course meets, at least in part, the [Council for the Accreditation of Counseling and Related Educational Programs \(CACREP\)](#) Standards...

Internship (600 total clock hours w/ 240 direct contact)

**Certified Rehabilitation Counselor Knowledge Domains:** This course meets, at least in part, the [Commission on Rehabilitation Counselor Certification \(CRCC\)](#) Standards...

Internship – 600 clock hours w/ 240 direct contact with persons with disabilities

**ASSIGNMENTS & POINTS**

<b>Assignments:</b>	<b>Points/Each</b>	<b>Total Points</b>	<b>% of Final Grade</b>
Confidentiality Agreement, Internship Contract, Affiliation Agreement, & Photograph/Media Release Form <b>(MANDATORY TO CONTINUE)</b>	55	220	15.4%
Weekly Journals (13)	25	325	22.8%
Weekly Time Sheets (MUST reflect at least 600 total hours, 240 of which must be with direct client contact; 15)	30	450	31.6%
Case Study Write-Up	75	75	5.2%

Mid-Semester Eval by Site Supervisor	90	90	6.3%
Thank You Letter(s)	25	25	1.8%
Internship Feedback Sheet	25	25	1.8%
Final Eval by Site Supervisor	90	90	6.3%
“Introducing...” Synthesis and Reflection Paper	125	125	8.8%
<b>Total</b>		<b>1,425</b>	<b>100%</b>

**NOTE: YOU MUST COMPLETE ALL ASSIGNMENTS IN ORDER TO PASS THIS CLASS**

**GRADING SCALE**

You are responsible for monitoring your grade. It is recommended that you keep a running total of the points you have earned throughout the semester. This will tell you where you stand at any given time.

90% - 100 %	or	points	=	4.0
80% - 89 %	or	points	=	3.0
70 % - 79 %	or	points	=	2.0
60 % - 69 %	or	points	=	1.0

**If you fall below 60% please contact the professor to discuss your academic status.**

**ACADEMIC HONESTY POLICY:**

You are expected to work to the best of *your* ability. **Copying, plagiarizing, self-plagiarizing, and cheating will not be tolerated.** You must give appropriate credit to ideas borrowed from other sources. University policy states that, **“academic dishonesty may have serious consequences...Penalties for various levels of academic dishonesty vary from giving an ‘F’ on a particular quiz or exam, to giving an ‘F’ on a term paper or other written work, or giving the student an ‘F’ or ‘W’ for the course”.** Copying of Internet information regarding motion picture reviews or other online film critiques is a form of plagiarism. If you are unsure whether you may have plagiarized, **please see the Professor before** turning in your assignment to discuss your concerns. Please also refer to the following info graphic for a listing of different types of plagiarism:

[http://www.dontwasteyourtime.co.uk/wp-content/uploads/2012/05/2012-05-14\\_0854.png](http://www.dontwasteyourtime.co.uk/wp-content/uploads/2012/05/2012-05-14_0854.png)

<https://www.ithenticate.com/hs-fs/hub/92785/file-5414624-pdf/media/ith-selfplagiarism-whitepaper.pdf>

**NOTE: Students **MUST** use quotation marks around any statement that is not their own paraphrased work.**

To ensure academic honesty, promote accurate citing of references, and encourage the learning process, the **Professor has enabled the “Turnitin” function within Blackboard.** In doing so, all assignments will be scanned for unoriginal content utilizing this new technology. The Professor also allows for the student to view the Originality Score following their submission.

Should the score be too high, it is recommended that the student re-submit the paper after making the appropriate corrections. The Professor retains the right, however, to make the final determination of originality and integrity, and will engage in discussion(s) with the student prior to said determination.

### **ACADEMIC INTEGRITY:**

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## **COURSE SCHEDULE**

<b>WEEK</b>	<b>CHAPTER(S)</b>	<b>CONTENT</b>	<b>ASSIGNMENT(S)</b>
<b>1</b>		Review of Syllabus, Required Paperwork, and Expectations	Blackboard Attendance Module
<b>2</b>	1	Introduction to the Counseling Profession and the Practicum/Internship	Confidentiality Agreement, Internship Contract, Affiliation Agreement, & Photograph/Media Release Form
<b>3</b>	3	Ethical and Legal Issues	Time Logs #1-3 & Journal #1
<b>4</b>	4	Clinical Issues in Practicum/Internship	Time Log #4 & Journal #2
<b>5</b>	5	Clinical Writing and Documentation in Counseling Records	Time Log #5 & Journal #3
<b>6</b>	6	Models of Supervision: Classroom and Site Supervision	Time Log #6 & Journal #4
<b>7</b>	7	Multicultural Issues and Considerations	Time Log #7, Journal #5, & Mid-Semester Eval by Site Supervisor
<b>8</b>	8	Managing Stress During Your Practicum/Internship	Time Log #8 & Journal #6
<b>9</b>	9	Crisis Intervention in Practicum/Internship	Time Log #9 & Journal #7
<b>10</b>	10	Ensuring Safety on Practicum and Internship	Time Log #10 & Journal #8
<b>11</b>	11	Addressing Trauma in Counseling: Interventions for Victims, Survivors, and Practicum and Internship Students	Time Log #11 & Journal #9
<b>12</b>	11	Addressing Trauma in Counseling: Interventions for Victims, Survivors, and Practicum and Internship Students	Time Log #12, Journal #10, & Case Study Write-Up

<b>13</b>	12	Termination in Counseling: How to Say Goodbye	Time Log #13 & Journal #11
<b>14</b>	12	Termination in Counseling: How to Say Goodbye	Time Log #14 & Journal #12
<b>15</b>	13	Completing the Practicum/Internship and Preparing for the Future as a Professional Counselor	Time Log #15, Journal #13, Thank You Cards, & Internship Feedback Sheet

**“Introducing...” Synthesis and Reflection Paper, Any Remaining Time Logs, and Final Eval By Your Site Supervisor MUST Be Submitted By: \_\_\_\_\_**

## CNSL 6991-5: Thesis Research

**Offered:** As needed/requested

**Catalog Description:**

Prerequisites: EDFD 6003 and approval of the Graduate Program Coordinator. Directed research on a thesis topic selected by the student in consultation with a supervising professor. Successful completion of the thesis study and written document is required for those choosing this option (as opposed to passing the Certified Rehabilitation Counselor examination) in order to graduate. Note: A grade of C or better is required for Counseling majors.

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**Instructor:** \_\_\_\_\_  
**Class Location:** \_\_\_\_\_  
**Course Day & Time:** \_\_\_\_\_  
**Office Hours:** \_\_\_\_\_

**E-Mail:** \_\_\_\_\_  
**Office Location:** \_\_\_\_\_  
**Phone:** \_\_\_\_\_

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**COURSE DESCRIPTION:**

Directed research on a thesis topic selected by the student in consultation with a supervising professor. Successful completion of the thesis study and written document is required for those choosing this option (as opposed to passing the Certified Rehabilitation Counselor examination) in order to graduate. Note: A grade of C or better is required for Counseling majors.

**COURSE OBJECTIVES:**

Course objectives will be constructed as each course is developed and delivered. Objectives will vary based on topic(s) covered.

**MATERIALS AND RESOURCES**

**Required Text:** No text required unless agreed upon by the thesis chair and the student.

**Other Materials:** Suggested readings, movies, multimedia/internet resources, and additional handouts/readings provided by the instructor.

**LICENSURE/CERTIFICATION STANDARDS:**

**Arkansas LAC/LPC Knowledge Domains:** Domain(s) met will vary based on topic(s) covered

**Certified Rehabilitation Counselor Knowledge Domains:** Domain(s) met will vary based on topic(s) covered.

**ASSIGNMENTS & POINTS\***

Assignment	Points/each	Total Points	% of Grade
*Assignments will vary based on course topic(s) and construction.			%
			%
<b>Total</b>			<b>100%</b>

**NOTE: YOU MUST COMPLETE ALL ASSIGNMENTS IN ORDER TO PASS THIS CLASS**

**GRADING SCALE\***

You are responsible for monitoring your grade. It is recommended that you keep a running total of the points you have earned throughout the semester. This will tell you where you stand at any given time.

<b>*Grading Scale Point Values Will Depend Upon Assignments and Points Attached to Each</b>				
90% - 100 %	or	points	=	4.0
80% - 89 %	or	points	=	3.0
70 % - 79 %	or	points	=	2.0
60 % - 69 %	or	points	=	1.0

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**COURSE SCHEDULE\***

**\*Course Schedule, Content, and Assignment Schedule Will Differ Based on Any Text(s) Selected and Determined Assignments**

WEEK	CHAPTER(S)	CONTENT	ASSIGNMENT(S)
1			Blackboard Attendance Module
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			

**FINAL EXAM SCHEDULED FOR: \_\_\_\_\_**



# ARKANSAS TECH UNIVERSITY

## Request for New Certificate Program (CERTIFICATE OF PROFICIENCY, TECHNICAL CERTIFICATE, ADVANCED CERTIFICATE, or GRADUATE CERTIFICATE)

Department Initiating Proposal	Date
Kinesiology and Rehabilitation Science	06-20-2023

Title	Signature	Date
Department Head	<i>Rockie Pederson</i>	06/26/2023
Dean	<i>Jim Lutz</i>	6/26/23
Assessment	<i>Chad Clark</i>	6-27-23
Registrar	<i>Yammy Womau</i>	7/28/23
Graduate College (if appropriate)		
Vice President for Academic Affairs		

Committee	Approval Date
General Education Committee (Undergraduate Proposals Only)	
Teacher Education Committee (Graduate or Undergraduate Proposals)	
Curriculum Committee (Undergraduate Proposals Only)	
Faculty Senate (Undergraduate Proposals Only)	
Graduate Council (Graduate Proposals Only)	

Program Title: Graduate Certificate in Coaching Strength and Conditioning



# LETTER OF NOTIFICATION

## New Certificate Program

**Creation of a new Certificate of Proficiency, Technical Certificate, or Graduate Certificate that is made of primarily existing courses. Credit hour limits are as follows: Certificate of Proficiency (6 – 21 SCH), Technical Certificate (21 – 45 SCH), and Graduate Certificate (12 – 21 SCH).**

### Required Information:

**1. Proposed degree title**

Graduate Certificate in Coaching Strength and Conditioning

**2. CIP code 31.0599**

**3. % online (if applicable)**

80% - All of the courses except for SCS 6043 and SCS 6053 are fully online. These 2 courses are half online and half face-to-face.

**4. Proposed degree curriculum. If applicable, indicate new courses and include new course descriptions.**

- a. SCS 6013 Measurement and Evaluation in Strength and Conditioning
- b. SCS 6033 Strength and Conditioning Program Design and Development
- c. SCS 6043 Techniques for Development of Hypertrophy, Strength, and Power
- d. SCS 6053 Techniques for Development of Speed, Agility, Reaction Time, and Endurance
- e. SCS 6063 Trends in Sports Nutrition and Metabolism

All of these are existing courses. Additionally, this certificate would be directly stackable with both degree tracks in the MS in Kinesiology program. It is likely to be more appealing to students to continue into the Sport Science degree track, as it is fully online, whereas the Strength and Conditioning track is face-to-face.

**5. Justification/need for the new program including degree program goals, objectives, student learning outcomes, and projected enrollment of new degree.**

A survey was sent to athletic directors and coaches in the northwest quadrant of the state of Arkansas. While the survey was asking about an educator licensure endorsement rather than specifically related to a certificate, the coursework would be the same. The results of the survey are attached in Appendix A. Of the 40 respondents to the survey, 72.5% were coaches. Of the responses, 100% of participants indicated that this credential would be beneficial to them. Approximately 80% (9.7% yes and 71% maybe) of the respondents indicated that their district might be able to help pay for it. Of those who were interested personally, 64.3% would begin immediately while another 28.6% would begin in the

next 1-2 years. Since the credential is primarily online, it would not be limited to individuals who are close enough to drive for classes.

List Program Learning Outcomes. Should be between 3-5, unless more required by external accreditor (list external accrediting body, if applicable)

- Goal 1: Students will develop the hands-on skills necessary to be proficient as strength coaches.
- Goal 2: Students will develop the assessment skills necessary to be proficient as strength coaches.
- Goal 3: Students will develop the program design skills necessary to be proficient as strength coaches.

Additionally, the certificate program is designed to increase enrollment in the MS in Kinesiology degree (either track).

Projected Program Enrollment for 3-5 Years. Based on Internal & External Prospective Students Who Indicate a Commitment (not interest) in Enrolling (consider attrition). These data represent the impact of the certificate program solely and not the addition of the new online degree option, which should also help benefit enrollment.

Based on survey data from the northwest quadrant of the state of Arkansas, the table below shows the projected enrollments in the certificate program and potentially the impacts of that certificate program on the MS in Kinesiology Strength and Conditioning degree. This table was generated ONLY using the survey data from the northwest quadrant of the state.

Year 1	14
Year 2	23
Year 3	21
Year 4	17
Year 5	7

The data in the table are based on the assumption that 75% of the individuals who claimed they would begin the program immediately actually did. These data are extrapolated from this point knowing that in year 3, the year 1 people will be finishing the certificate. We approximate that 50% of those individuals would decide to complete the MS in Kinesiology degree. In year 4, ½ of the individuals from year 2 are estimated to decide to finish the degree while the initial certificate seekers from year one would have completed the degree.

These data do not, however, consider the additional influx of students from other parts

of the state, surrounding states, or online communities who may choose to enroll in the certificate program. In reality, the projected enrollment numbers could be much higher and would likely continue to grow into year 3 and beyond as word of the program grows and as more people learn about it. The likelihood is that the projected enrollment numbers would grow annually. The above includes a somewhat conservative estimate while primarily considering growth from the certificate.

**6. Approval letter from licensure/certification entity, if required.**  
Not needed

**7. Effective date, term, and academic year**

06/01/2024, 2024 Summer Term, 2024-25 Academic Year



# ARKANSAS TECH UNIVERSITY

## REQUEST FOR COURSE ADDITION

Department Initiating Proposal	Date
Engineering and Computing Sciences	June 19, 2023

Title	Signature	Date
Department Head	<i>John L. Krohn</i>	6/30/2023
Dean	<i>Dr. Z. Cox</i>	6/30/2023
Assessment	<i>Chris E. ...</i>	7.3.23
Registrar	<i>Jammy Luaver</i>	7/28/23
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs		

Committee	Approval Date
General Education Committee (Undergraduate Proposals Only)	
Teacher Education Committee (Graduate or Undergraduate Proposals)	
Curriculum Committee (Undergraduate Proposals Only)	
Faculty Senate (Undergraduate Proposals Only)	
Graduate Council (Graduate Proposals Only)	

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)	Effective Term:
INFT	5113	<input type="radio"/> Spring <input checked="" type="radio"/> Summer I
Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below)		
Artificial Intelligence		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript)		
ARTIFICIAL INTELLIGENCE		

Will this course be cross-listed with another existing course? If so, list course subject and number.  
 Yes  No \_\_\_\_\_

Will this course be cross-listed with a course currently not in the undergraduate or graduate catalog?  
 If so, list course subject and number.  Yes  No \_\_\_\_\_

Is this course repeatable for additional earned hours?  Yes  No How many total hours? \_\_\_\_\_

Grading:  Standard Letter  P/F  Other \_\_\_\_\_

Mode of Instruction (check appropriate box):

01 Lecture  02 Lecture/Laboratory  03 Laboratory only  
 05 Practice Teaching  06 Internship/Practicum  07 Apprenticeship/Externship  
 08 Independent Study  09 Readings  10 Special Topics  
 12 Individual Lessons  13 Applied Instruction  16 Studio Course  
 17 Dissertation  18 Activity Course  19 Seminar  98 Other

Does this course require a fee?  Yes  No How Much? \_\_\_\_\_ Select Fee Type \_\_\_\_\_

If selected other list fee type: \_\_\_\_\_

Elective  Major  Minor

(If major or minor course, you must complete the Request for Program Change form to add course to program.)

If course is required by major/minor, how frequently will course be offered?  
 Course will be offered once a year

Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.? None.

Will this course require a special classroom (computer lab, smart classroom, or laboratory)? None.

Answer the following Assessment questions:

- If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. N/A
- If this course is required for the major or minor, complete the following. N/A
  - Provide the program level learning outcome(s) it addresses.
  - Provide tool or measure directly linked to each program learning outcome. (How will student learning in this outcome be measured?)
- What is the rationale for adding this course? What evidence demonstrates this need? AI is one of the most popular areas of research and employment in IT currently. This course will provide students with the necessary education to be successful in this growing field.

For the proposed course, attach a syllabus in Word format that includes: (Items a. through d. should be entered as they should appear in the catalog)

- a. Course subject
- b. Course number
- c. Catalog course title
- d. Catalog description
  1. Arkansas Course Transfer System (ACTS) course number, if applicable
  2. Cross-listing
  3. Offered (e.g., Fall only, Spring only. Do not enter if offer course fall and spring)
  4. Prerequisites
  5. Co-requisites
  6. Description
  7. Notes (e.g., information not in description such as course may be repeated for credit)
  8. Contact Hours if different than lecture (e.g., Lecture three hours, laboratory three hours)
  9. Fees (e.g., \$36 art fee)
- e. Section for Name of instructor, office hours, contact information (telephone, email)
- f. Text required for course
- g. Bibliography (supplemental reading list)
- h. Justification/rationale for the course
- i. Course objectives
- j. Description of how course meets general education objectives (courses included in the general education component should show how the course meets one or more of the objectives contained in General Education Objectives listed in undergraduate catalog)
- k. Assessment methods (include grading policy with specific equivalents for A, B, C)
- l. Policy on absences, cheating, plagiarism, etc.
- m. Course content (outline of material to be covered in course).

If this course will affect other departments, a Departmental Support Form for each affected department must be attached. The form is located on the Curriculum forms web page at [http://www.atu.edu/registrar/curriculum\\_forms.php](http://www.atu.edu/registrar/curriculum_forms.php).

# Proposed Sample Syllabus for INFT 5113 Artificial Intelligence

**Course Number:** INFT 5113

**Course Title:** Artificial Intelligence

**Credits:** 3 Hours

**Contact Hours:** 3 Hours

**Prerequisite:** None

**Course Description:**

A comprehensive overview of general concepts and AI history; development and exposure to different artificial intelligence systems; planning, learning, and reasoning techniques; machine learning methods; Python programming language, and Prolog programming language.

**Instructor:** <added when instructor is assigned>

**Office Hours:** <added when instructor is assigned>

**Contact Info:** <added when instructor is assigned>

**Textbook:**

Artificial Intelligence: A Modern Approach, Russel Stuart, Norvig Peter, 4th Edition, Pearson Pub., ISBN: 9780134610993

**Bibliography/Supplemental Readings:**

Supplemental sources of material will be provided as needed throughout the class, depending on topic progression.

**Course Justification:**

Due to the popularity and incredible growth of AI, students need to have an understanding in how artificial intelligence software is created and used.

**Course Objectives:**

After completing this course, the learner will be able to:

- Characterize the fundamental issues, terminology, and history of artificial intelligence
- Identify and apply major artificial intelligence techniques, such as knowledge-based reasoning, search strategies, and machine learning to solve problems and create intelligent systems

## **How Course Meets General Education Objectives: n/a**

### **Course Assessment:**

There will be a variety of graded assessments in this class, which generally fall into the categories of Exams and Projects. The bulk of your grade will come from the Projects category, which will be assignments worked on in and out of class that have a significant time commitment and difficulty level. Homework and Projects will both have completion dates. Late work submitted after the posted due dates for a project will not be accepted. The Exams category will consist of in-class tests and quizzes over covered material. Exams will be given as appropriate for the pacing of the class and will consist of at least a mid-term and final examination. Projects will be weighted to 60% of your final grade, and Exams will make up the other 40%. If you make an F in either category (<60%), you will fail the class regardless of your calculated average.

Final grades will be awarded, based on the stated weighting, in the normal fashion, i.e. 90-100 is an A, 80-89 is a B, 70-79 is a C, 60-69 is a D, and below 60 is an F.

### **Policies:**

Course policies align with the most recent version of the Student Handbook, which can be found at: <https://www.atu.edu/studenthandbook/StudentHandbook-2020FinalWeb-v2.pdf>

Course policies align with the most recent version of the Student Handbook, which can be found in the information link in Blackboard or at <https://www.atu.edu/studenthandbook/StudentHandbook-2019.pdf>

### **Cheating/Plagiarism:**

Students are expected to know and understand all policies found in the Student Handbook. Key policies regarding the Student Code of Conduct can be found starting on page 33 through 92.

Any student violating the Academic Integrity Policy for this course will receive an F for the assignment. The student will be required to review the policies and the concept of plagiarism. A second offense will also receive an F on the assignment and the University will be notified. Any further violations will follow the penalties found on page 90 of the Student Handbook.

### **Attendance:**

Regular "attendance" is expected. See Class Absences in the Student Handbook. If a student misses more than 5 lab days, the instructor may decide to remove the student from the course.

### **Course Activities:**

This course may utilize several types of activities – projects, assignments, reports, discussions etc. Late work will be accepted for some activities but may not for others. Generally, for those activities that have exact answers – such as a Blackboard quiz – late work after due time will NOT be accepted. For assignments where your work should be unique, late work is accepted but a late penalty will be assessed.

### **Student Accommodations:**

You must be registered with Disability Services in order to qualify for special accommodations. (You must register each semester; it doesn't carry over.) In addition, the student should make contact with the instructor to determine which specific accommodation would be appropriate for this particular course.

### **Course Content:**

- Introduction to AI
- Mathematical Background of AI
- Python programming language/Part I
- Python programming language/Part II



- Intelligent Agents, Search, Uncertainty, Prolog Programming language
- Genetic algorithms
- Machine Learning/Introduction
- Machine Learning/Clustering
- Machine Learning/Classification



# ARKANSAS TECH UNIVERSITY

## REQUEST FOR COURSE ADDITION

Department Initiating Proposal	Date
Engineering and Computing Sciences	June 19, 2023

Title	Signature	Date
Department Head	<i>John L. Krohn</i>	6/30/2023
Dean	<i>Mr Z Cyra</i>	6/30/2023
Assessment	<i>Paula E. E.</i>	7.3.23
Registrar	<i>Sammy Wilson</i>	7/28/23
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs		

Committee	Approval Date
General Education Committee (Undergraduate Proposals Only)	
Teacher Education Committee (Graduate or Undergraduate Proposals)	
Curriculum Committee (Undergraduate Proposals Only)	
Faculty Senate (Undergraduate Proposals Only)	
Graduate Council (Graduate Proposals Only)	

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)	Effective Term:
INFT	5213	<input type="radio"/> Spring <input checked="" type="radio"/> Summer I
Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below)		
Information Systems Risk Management		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript)		
INFO SYSTEM RISK MGMT		

Will this course be cross-listed with another existing course? If so, list course subject and number.

Yes  No

Will this course be cross-listed with a course currently not in the undergraduate or graduate catalog?

If so, list course subject and number.  Yes  No

Is this course repeatable for additional earned hours?  Yes  No How many total hours?

Grading:  Standard Letter  P/F  Other

Mode of Instruction (check appropriate box):

- |   |   |   |
|---|---|---|
| <input checked="" type="radio"/> 01 Lecture | <input type="radio"/> 02 Lecture/Laboratory   | <input type="radio"/> 03 Laboratory only                        |
| <input type="radio"/> 05 Practice Teaching  | <input type="radio"/> 06 Internship/Practicum | <input type="radio"/> 07 Apprenticeship/Externship              |
| <input type="radio"/> 08 Independent Study  | <input type="radio"/> 09 Readings             | <input type="radio"/> 10 Special Topics                         |
| <input type="radio"/> 12 Individual Lessons | <input type="radio"/> 13 Applied Instruction  | <input type="radio"/> 16 Studio Course                          |
| <input type="radio"/> 17 Dissertation       | <input type="radio"/> 18 Activity Course      | <input type="radio"/> 19 Seminar <input type="radio"/> 98 Other |

Does this course require a fee?  Yes  No How Much?  Select Fee Type

If selected other list fee type:

Elective  Major  Minor

(If major or minor course, you must complete the Request for Program Change form to add course to program.)

If course is required by major/minor, how frequently will course be offered?

Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.? None.

Will this course require a special classroom (computer lab, smart classroom, or laboratory)? None.

Answer the following Assessment questions:

- If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. N/A
- If this course is required for the major or minor, complete the following. N/A
  - Provide the program level learning outcome(s) it addresses.
  - Provide tool or measure directly linked to each program learning outcome. (How will student learning in this outcome be measured?)
- What is the rationale for adding this course? What evidence demonstrates this need? Cybersecurity is one of the most popular and important areas of IT currently. This course will help prepare students for a career in this lucrative field.

For the proposed course, attach a syllabus in Word format that includes: **(Items a. through d. should be entered as they should appear in the catalog)**

- a. Course subject
- b. Course number
- c. Catalog course title
- d. Catalog description
  1. Arkansas Course Transfer System (ACTS) course number, if applicable
  2. Cross-listing
  3. Offered (e.g., Fall only, Spring only. Do not enter if offer course fall and spring)
  4. Prerequisites
  5. Co-requisites
  6. Description
  7. Notes (e.g., information not in description such as course may be repeated for credit)
  8. Contact Hours if different than lecture (e.g., Lecture three hours, laboratory three hours)
  9. Fees (e.g., \$36 art fee)
- e. Section for Name of instructor, office hours, contact information (telephone, email)
- f. Text required for course
- g. Bibliography (supplemental reading list)
- h. Justification/rationale for the course
- i. Course objectives
- j. Description of how course meets general education objectives (courses included in the general education component should show how the course meets one or more of the objectives contained in General Education Objectives listed in undergraduate catalog)
- k. Assessment methods (include grading policy with specific equivalents for A, B, C)
- l. Policy on absences, cheating, plagiarism, etc.
- m. Course content (outline of material to be covered in course).

If this course will affect other departments, a Departmental Support Form for each affected department must be attached. The form is located on the Curriculum forms web page at [http://www.atu.edu/registrar/curriculum\\_forms.php](http://www.atu.edu/registrar/curriculum_forms.php).

# Proposed Sample Syllabus for INFT 5213 Information Systems Risk Management

**Course Number:** INFT 5213

**Course Title:** Information Systems Risk Management

**Credits:** 3 Hours

**Contact Hours:** 3 Hours

**Prerequisite:** None

**Course Description:**

This course provides an overview for Information Security and Assurance to allow students to understand the key issues associated with protecting information assets, determining the levels of protection and response to security incidents, and designing a consistent, reasonable information security system, with appropriate intrusion detection and reporting features.

**Instructor:** <added when instructor is assigned>

**Office Hours:** <added when instructor is assigned>

**Contact Info:** <added when instructor is assigned>

**Textbook:**

Title: Security Risk Management

Author: Evan Wheeler

Publisher: Syngress, Elsevier

ISBN-13: 978-1-59749-615-5

**Bibliography/Supplemental Readings:**

Supplemental sources of material will be provided as needed throughout the class, depending on topic progression.

**Course Justification:**

In today's world of rapid information flows, rising volatility, regulatory concerns and oversight, prudent management increasingly requires understanding and measuring risk.

**Course Objectives:**

After completing this course, the learner will be able to:

- identify classes of possible threats and the consequences associated with each threat.
- demonstrate an understanding of the required actions to mitigate the threat.
- review pre- and post- incident procedures.

## **How Course Meets General Education Objectives: n/a**

### **Course Assessment:**

There will be a variety of graded assessments in this class, which generally fall into the categories of Exams and Projects. The bulk of your grade will come from the Projects category, which will be assignments worked on in and out of class that have a significant time commitment and difficulty level. Homework and Projects will both have completion dates. Late work submitted after the posted due dates for a project will not be accepted. The Exams category will consist of in-class tests and quizzes over covered material. Exams will be given as appropriate for the pacing of the class and will consist of at least a mid-term and final examination. Projects will be weighted to 60% of your final grade, and Exams will make up the other 40%. If you make an F in either category (<60%), you will fail the class regardless of your calculated average.

Final grades will be awarded, based on the stated weighting, in the normal fashion, i.e. 90-100 is an A, 80-89 is a B, 70-79 is a C, 60-69 is a D, and below 60 is an F.

### **Policies:**

Course policies align with the most recent version of the Student Handbook, which can be found at: <https://www.atu.edu/studenthandbook/StudentHandbook-2020FinalWeb-v2.pdf>

Course policies align with the most recent version of the Student Handbook, which can be found in the information link in Blackboard or at

<https://www.atu.edu/studenthandbook/StudentHandbook-2019.pdf>

### **Cheating/Plagiarism:**

Students are expected to know and understand all policies found in the Student Handbook. Key policies regarding the Student Code of Conduct can be found starting on page 33 through 92.

Any student violating the Academic Integrity Policy for this course will receive an F for the assignment. The student will be required to review the policies and the concept of plagiarism. A second offense will also receive an F on the assignment and the University will be notified. Any further violations will follow the penalties found on page 90 of the Student Handbook.

### **Attendance:**

Regular "attendance" is expected. See Class Absences in the Student Handbook. If a student misses more than 5 lab days, the instructor may decide to remove the student from the course.

### **Course Activities:**

This course may utilize several types of activities – projects, assignments, reports, discussions etc. Late work will be accepted for some activities but may not for others. Generally, for those activities that have exact answers – such as a Blackboard quiz – late work after due time will NOT be accepted. For assignments where your work should be unique, late work is accepted but a late penalty will be assessed.

### **Student Accommodations:**

You must be registered with Disability Services in order to qualify for special accommodations. (You must register each semester; it doesn't carry over.) In addition, the student should make contact with the instructor to determine which specific accommodations would be appropriate for this particular course.

### **Course Content: TBD**



# ARKANSAS TECH UNIVERSITY

## REQUEST FOR COURSE ADDITION

Department Initiating Proposal	Date
Engineering and Computing Sciences	June 19, 2023

Title	Signature	Date
Department Head	<i>John L. Krohn</i>	6/30/2023
Dean	<i>Dr. Z. Cyra</i>	6/30/2023
Assessment	<i>Cheryl A. [unclear]</i>	7.3.23
Registrar	<i>Yammy Weaver</i>	7/28/23
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs		

Committee	Approval Date
General Education Committee (Undergraduate Proposals Only)	
Teacher Education Committee (Graduate or Undergraduate Proposals)	
Curriculum Committee (Undergraduate Proposals Only)	
Faculty Senate (Undergraduate Proposals Only)	
Graduate Council (Graduate Proposals Only)	

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)	Effective Term:
INFT	5233	<input type="radio"/> Spring <input checked="" type="radio"/> Summer I
Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below)		
Legal Issues in Cybersecurity		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript)		
LEGAL ISSUES IN CYBERSECURITY		

Will this course be cross-listed with another existing course? If so, list course subject and number.

Yes  No CSEC 4233

Will this course be cross-listed with a course currently not in the undergraduate or graduate catalog?

If so, list course subject and number.  Yes  No

Is this course repeatable for additional earned hours?  Yes  No How many total hours?

Grading:  Standard Letter  P/F  Other

Mode of Instruction (check appropriate box):

- 01 Lecture  02 Lecture/Laboratory  03 Laboratory only  
 05 Practice Teaching  06 Internship/Practicum  07 Apprenticeship/Externship  
 08 Independent Study  09 Readings  10 Special Topics  
 12 Individual Lessons  13 Applied Instruction  16 Studio Course  
 17 Dissertation  18 Activity Course  19 Seminar  98 Other

Does this course require a fee?  Yes  No How Much? Select Fee Type

If selected other list fee type:

Elective  Major  Minor

(If major or minor course, you must complete the Request for Program Change form to add course to program.)

If course is required by major/minor, how frequently will course be offered?

Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.? None.

Will this course require a special classroom (computer lab, smart classroom, or laboratory)? None.

Answer the following Assessment questions:

- If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. N/A
- If this course is required for the major or minor, complete the following. N/A
  - Provide the program level learning outcome(s) it addresses.
  - Provide tool or measure directly linked to each program learning outcome. (How will student learning in this outcome be measured?)
- What is the rationale for adding this course? What evidence demonstrates this need? Cybersecurity is one of the most important, as well as popular, areas in IT today. This course will provide students with foundational skills in the legal side of cybersecurity by providing case studies and lecture that will help students secure jobs.



For the proposed course, attach a syllabus in Word format that includes: **(Items a. through d. should be entered as they should appear in the catalog)**

- a. Course subject
- b. Course number
- c. Catalog course title
- d. Catalog description
  1. Arkansas Course Transfer System (ACTS) course number, if applicable
  2. Cross-listing
  3. Offered (e.g., Fall only, Spring only. Do not enter if offer course fall and spring)
  4. Prerequisites
  5. Co-requisites
  6. Description
  7. Notes (e.g., information not in description such as course may be repeated for credit)
  8. Contact Hours if different than lecture (e.g., Lecture three hours, laboratory three hours)
  9. Fees (e.g., \$36 art fee)
- e. Section for Name of instructor, office hours, contact information (telephone, email)
- f. Text required for course
- g. Bibliography (supplemental reading list)
- h. Justification/rationale for the course
- i. Course objectives
- j. Description of how course meets general education objectives (courses included in the general education component should show how the course meets one or more of the objectives contained in General Education Objectives listed in undergraduate catalog)
- k. Assessment methods (include grading policy with specific equivalents for A, B, C)
- l. Policy on absences, cheating, plagiarism, etc.
- m. Course content (outline of material to be covered in course).

If this course will affect other departments, a Departmental Support Form for each affected department must be attached. The form is located on the Curriculum forms web page at [http://www.atu.edu/registrar/curriculum\\_forms.php](http://www.atu.edu/registrar/curriculum_forms.php).

# Proposed Sample Syllabus for INFT 5233 Legal Issues in Cybersecurity

**Course Number:** INFT 5233

**Course Title:** Legal Issues in Cybersecurity

**Credits:** 3 Hours

**Contact Hours:** 3 Hours

**Prerequisite:** None

## **Course Description:**

This course will provide a high-level explanation of the legal issues governing the authorized conduct of cyber operations and the use of related tools, techniques, technology and data. Both international and U.S. laws that operations in cyberspace must be complying, will be introduced.

**Instructor:** <added when instructor is assigned>

**Office Hours:** <added when instructor is assigned>

**Contact Info:** <added when instructor is assigned>

## **Textbook:**

Legal and Privacy Issues in Information Security 3rd Ed., ISBN 978-1284207804

## **Bibliography/Supplemental Readings:**

Supplemental sources of material will be provided as needed throughout the class, depending on topic progression.

## **Course Justification:**

Students need an understanding in how cryptography can be used to solve security problems. Understanding attacks and vulnerabilities is critical to the cybersecurity expert.

## **Course Objectives:**

After completing this course, the learner will be able to:

- Given a cyber-operations scenario, students will be able to explain the authorities applicable to the scenario.
- Provide a high-level explanation of the legal issues governing the authorized.
- Conduct of cyber operations and the use of related tools, techniques, technology and data.

## **How Course Meets General Education Objectives: n/a**

### **Course Assessment:**

There will be a variety of graded assessments in this class, which generally fall into the categories of Exams and Projects. The bulk of your grade will come from the Projects category, which will be assignments worked on in and out of class that have a significant time commitment and difficulty level. Homework and Projects will both have completion dates. Late work submitted after the posted due dates for a project will not be accepted. The Exams category will consist of in-class tests and quizzes over covered material. Exams will be given as appropriate for the pacing of the class and will consist of at least a mid-term and final examination. Projects will be weighted to 60% of your final grade, and Exams will make up the other 40%. If you make an F in either category (<60%), you will fail the class regardless of your calculated average.

Final grades will be awarded, based on the stated weighting, in the normal fashion, i.e. 90-100 is an A, 80-89 is a B, 70-79 is a C, 60-69 is a D, and below 60 is an F.

### **Policies:**

Course policies align with the most recent version of the Student Handbook, which can be found at: <https://www.atu.edu/studenthandbook/StudentHandbook-2020FinalWeb-v2.pdf>

Course policies align with the most recent version of the Student Handbook, which can be found in the information link in Blackboard or at <https://www.atu.edu/studenthandbook/StudentHandbook-2019.pdf>

### **Cheating/Plagiarism:**

Students are expected to know and understand all policies found in the Student Handbook. Key policies regarding the Student Code of Conduct can be found starting on page 33 through 92.

Any student violating the Academic Integrity Policy for this course will receive an F for the assignment. The student will be required to review the policies and the concept of plagiarism. A second offense will also receive an F on the assignment and the University will be notified. Any further violations will follow the penalties found on page 90 of the Student Handbook.

### **Attendance:**

Regular "attendance" is expected. See Class Absences in the Student Handbook. If a student misses more than 5 lab days, the instructor may decide to remove the student from the course.

### **Course Activities:**

This course may utilize several types of activities – projects, assignments, reports, discussions etc. Late work will be accepted for some activities but may not for others. Generally, for those activities that have exact answers – such as a Blackboard quiz – late work after due time will NOT be accepted. For assignments where your work should be unique, late work is accepted but a late penalty will be assessed.

### **Student Accommodations:**

You must be registered with Disability Services in order to qualify for special accommodations. (You must register each semester; it doesn't carry over.) In addition, the student should make contact with the instructor to determine which specific accommodations would be appropriate for this particular course.

### **Course Content:**

International Law

- Jus ad bellum

- United Nations Charter
- Jus in bello
- Hague Conventions
- Geneva Conventions

#### U.S. Laws

- Constitution
- Article I (Legislative Branch)
- Article II (Presidency)
- Article III (Judiciary)
- Amendment 4 (Search and Seizure)
- Article 14 (Due Process)

#### Statutory Laws

- Title 10 (Armed Forces)
- Title 50 (Espionage and Covert Action) 110
- Title 18 (Crimes)
- 18 USC 1030 (Computer Fraud and Abuse Act)
- 18 USC 2510-22 Electronic Communications Privacy Act
- 18 USC 2701-12 Stored Communications Act
- 18 USC 1831-32 Economic Espionage Acts



# ARKANSAS TECH UNIVERSITY

## REQUEST FOR COURSE CHANGE

Department Initiating Proposal	Date
Engineering and Computing Sciences	June 19, 2023

Title	Signature	Date
Department Head	<i>John L. Krohn</i>	6/30/2023
Dean	<i>Dr. Z. Cox</i>	6/30/2023
Assessment	<i>Chris [unclear]</i>	7.3.23
Registrar	<i>Yammy [unclear]</i>	7/28/23
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs		

Committee	Approval Date
General Education Committee (Undergraduate Proposals Only)	
Teacher Education Committee (Graduate or Undergraduate Proposals)	
Curriculum Committee (Undergraduate Proposals Only)	
Faculty Senate (Undergraduate Proposals Only)	
Graduate Council (Graduate Proposals Only)	

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)
INFT	5103
Official Catalog Title:	
Software Development	

Is this course cross-listed with another existing course? If so, list course subject and number.

Yes  No

Request to change: (check appropriate box):

- Course Number                       Title                                       Course Description  
 Cross-Listing                               Prerequisite                               Co-requisite  
 Grading                                       Fee  
 Other \_\_\_\_\_

**NOTES:** These changes will become effective in the Summer I Term of the new catalog year. If this course is cross-listed, a prerequisite/co-requisite, or included in the course description of other courses, a Course Change must be submitted to address all changes in related courses.

New Course Number: (e.g., 1003)

New Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below)

**Python Programming**

Banner Title: (limited to 30 characters, including spaces, capitalize all letters - this will display on the transcript)

**PYTHON PROGRAMMING**

New Course Description:

A comprehensive introduction to programming using the Python language. Students will learn fundamental programming concepts, syntax, and good coding practices, including variables, data types, control structures, functions, file I/O, and object-oriented programming. Through hands-on assignments and projects, students will gain proficiency in problem-solving, data manipulation, analysis, debugging and troubleshooting, and visualization using Python libraries.

New Cross List:

- Adding Cross-Listing                       Changing Cross-Listing                       Deleting Cross-Listing

If adding or changing cross-listing, indicate course subject and number \_\_\_\_\_

New Prerequisite (list all, as you want them to appear in the catalog): None

New Co-requisite (list all, as you want them to appear in the catalog): None

- Elective                                       Major                                       Minor

(If major or minor course, you must complete the Request for Program Change form to add course to program.)

Answer the following Assessment questions:

- a. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. N/A
- b. If this course is required for the major or minor, complete the following. N/A
  - a. Provide the program level learning outcome(s) it addresses.
  - b. Provide tool or measure directly linked to each program learning outcome. (How will student learning in this outcome be measured?) N/A
- c. What is the rationale for adding this course? What evidence supports this action? After meeting with our advisory board, we decided to focus on Python programming due to the

high demand for graduates with this skillset. The course title and description are being updated to reflect this change in focus.

If this course will affect other departments, a Departmental Support Form for each affected department must be attached. The form is located on the Curriculum forms web page at [http://www.atu.edu/registrar/curriculum\\_forms.php](http://www.atu.edu/registrar/curriculum_forms.php). N/A



# ARKANSAS TECH UNIVERSITY

## REQUEST FOR COURSE CHANGE

Department Initiating Proposal	Date
Engineering and Computing Sciences	June 21, 2023

Title	Signature	Date
Department Head	<i>John L. Krohn</i>	6/30/2023
Dean	<i>My Z Cox</i>	6/30/2023
Assessment	<i>Robert [unclear]</i>	7.3.23
Registrar	<i>Sammy Weaver</i>	7/28/23
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs		

Committee	Approval Date
General Education Committee (Undergraduate Proposals Only)	
Teacher Education Committee (Graduate or Undergraduate Proposals)	
Curriculum Committee (Undergraduate Proposals Only)	
Faculty Senate (Undergraduate Proposals Only)	
Graduate Council (Graduate Proposals Only)	

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)
INFT	5503
Official Catalog Title:	
The UNIX Operating System	

Is this course cross-listed with another existing course? If so, list course subject and number.



Yes  No

Request to change: (check appropriate box):

- Course Number                       Title                                       Course Description  
 Cross-Listing                           Prerequisite                               Co-requisite  
 Grading                                       Fee  
 Other

**NOTES:** These changes will become effective in the Summer I Term of the new catalog year. If this course is cross-listed, a prerequisite/co-requisite, or included in the course description of other courses, a Course Change must be submitted to address all changes in related courses.

New Course Number: (e.g., 1003)

New Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below)

Banner Title: (limited to 30 characters, including spaces, capitalize all letters - this will display on the transcript)

New Course Description:

In-depth study of the Unix operating system, focusing on both its theoretical and practical aspects. The course covers the principles, architecture, commands, and tools of Unix, with an emphasis on Unix security. Students will gain a deep understanding of the principles and techniques involved in managing and securing Unix systems.

New Cross List:

- Adding Cross-Listing                       Changing Cross-Listing                       Deleting Cross-Listing

If adding or changing cross-listing, indicate course subject and number

New Prerequisite (list all, as you want them to appear in the catalog): N/A

New Co-requisite (list all, as you want them to appear in the catalog): N/A

- Elective                                       Major                                       Minor

(If major or minor course, you must complete the Request for Program Change form to add course to program.)

Answer the following Assessment questions:

- a. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. N/A
- b. If this course is required for the major or minor, complete the following. N/A
  - a. Provide the program level learning outcome(s) it addresses. N/A
  - b. Provide tool or measure directly linked to each program learning outcome. (How will student learning in this outcome be measured?) N/A
- c. What is the rationale for adding this course? What evidence supports this action? The course description has not been updated in many years. This update reflects changes in technology and the needs of the graduate program.

If this course will affect other departments, a Departmental Support Form for each affected department must be attached. The form is located on the Curriculum forms web page at [http://www.atu.edu/registrar/curriculum\\_forms.php](http://www.atu.edu/registrar/curriculum_forms.php).



# ARKANSAS TECH UNIVERSITY

## REQUEST FOR COURSE CHANGE

Department Initiating Proposal	Date
Engineering and Computing Sciences	June 19, 2023

Title	Signature	Date
Department Head	<i>John L. Krohn</i>	6/30/2023
Dean	<i>Dr. Z. Cox</i>	6/30/2023
Assessment	<i>Chris [unclear]</i>	7.3.23
Registrar	<i>Gammy Weaver</i>	7/28/23
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs		

Committee	Approval Date
General Education Committee (Undergraduate Proposals Only)	
Teacher Education Committee (Graduate or Undergraduate Proposals)	
Curriculum Committee (Undergraduate Proposals Only)	
Faculty Senate (Undergraduate Proposals Only)	
Graduate Council (Graduate Proposals Only)	

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)
INFT	6103
Official Catalog Title:	
Visual Programming	

Is this course cross-listed with another existing course? If so, list course subject and number.

Yes  No

Request to change: (check appropriate box):

Course Number                       Title                                       Course Description  
 Cross-Listing                               Prerequisite                               Co-requisite  
 Grading                                       Fee  
 Other \_\_\_\_\_

**NOTES:** These changes will become effective in the Summer I Term of the new catalog year. If this course is cross-listed, a prerequisite/co-requisite, or included in the course description of other courses, a Course Change must be submitted to address all changes in related courses.

New Course Number: (e.g., 1003)  
\_\_\_\_\_

New Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below)

**Adv Python Programming**

Banner Title: (limited to 30 characters, including spaces, capitalize all letters - this will display on the transcript)

**ADV PYTHON PROGRAMMING**

New Course Description:  
Students will learn how to build advanced-level applications and projects using Python programming. By leveraging Python's built-in capabilities and following industry best practices, students will develop proficiency in the language and gain the skills needed to create practical and functional software solutions.

New Cross List:

Adding Cross-Listing                       Changing Cross-Listing                       Deleting Cross-Listing

If adding or changing cross-listing, indicate course subject and number \_\_\_\_\_

New Prerequisite (list all, as you want them to appear in the catalog): No change, the original prerequisite of INFT 5103 still applies.

New Co-requisite (list all, as you want them to appear in the catalog): None

Elective                                       Major                                       Minor  
(If major or minor course, you must complete the Request for Program Change form to add course to program.)

Answer the following Assessment questions:

- If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. N/A
- If this course is required for the major or minor, complete the following. N/A
  - Provide the program level learning outcome(s) it addresses.
  - Provide tool or measure directly linked to each program learning outcome. (How will student learning in this outcome be measured?)
- What is the rationale for adding this course? What evidence supports this action? After meeting with our advisory board, we decided to focus our programming courses in

Python due to its high demand. The course title and description are being updated to reflect this change.

If this course will affect other departments, a Departmental Support Form for each affected department must be attached. The form is located on the Curriculum forms web page at [http://www.atu.edu/registrar/curriculum\\_forms.php](http://www.atu.edu/registrar/curriculum_forms.php). N/A



# ARKANSAS TECH UNIVERSITY

## REQUEST FOR COURSE CHANGE

Department Initiating Proposal	Date
Engineering and Computing Sciences	June 21, 2023

Title	Signature	Date
Department Head	<i>John L Krohn</i>	6/30/2023
Dean	<i>Mr Z Cox</i>	6/30/2023
Assessment	<i>Phyllis Cox</i>	7.3.23
Registrar	<i>Sammy Weaver</i>	7/28/23
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs		

Committee	Approval Date
General Education Committee (Undergraduate Proposals Only)	
Teacher Education Committee (Graduate or Undergraduate Proposals)	
Curriculum Committee (Undergraduate Proposals Only)	
Faculty Senate (Undergraduate Proposals Only)	
Graduate Council (Graduate Proposals Only)	

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)
INFT	6403
Official Catalog Title:	
Systems Analysis and Design	

Is this course cross-listed with another existing course? If so, list course subject and number.

Yes  No

Request to change: (check appropriate box):

- |  |  |  |
|--|--|--|
| <input type="checkbox"/> Course Number | <input checked="" type="checkbox"/> Title        | <input checked="" type="checkbox"/> Course Description |
| <input type="checkbox"/> Cross-Listing | <input checked="" type="checkbox"/> Prerequisite | <input type="checkbox"/> Co-requisite                  |
| <input type="checkbox"/> Grading       | <input type="checkbox"/> Fee                     |  |
| <input type="checkbox"/> Other         | <input type="text"/>                             |  |

**NOTES:** These changes will become effective in the Summer I Term of the new catalog year. If this course is cross-listed, a prerequisite/co-requisite, or included in the course description of other courses, a Course Change must be submitted to address all changes in related courses.

New Course Number: (e.g., 1003)

New Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below)

**Information Security Systems Analysis and Design**

Banner Title: (limited to 30 characters, including spaces, capitalize all letters - this will display on the transcript)

**INFO SEC SYS ANALYSIS/DESIGN**

New Course Description:

Covers concepts, principles, and tools for designing secure information systems. Students will learn about the latest cybersecurity threats and vulnerabilities that may affect information systems, and how to address these challenges during system design. Topics covered will include secure coding practices, encryption techniques, access control mechanisms, security testing, and incident response planning.

New Cross List:

- Adding Cross-Listing       Changing Cross-Listing       Deleting Cross-Listing

If adding or changing cross-listing, indicate course subject and number

New Prerequisite (list all, as you want them to appear in the catalog):

INFT 5803

New Co-requisite (list all, as you want them to appear in the catalog):

None

- Elective       Major       Minor

(If major or minor course, you must complete the Request for Program Change form to add course to program.)

Answer the following Assessment questions:

- a. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. N/A
- b. If this course is required for the major or minor, complete the following. N/A
  - a. Provide the program level learning outcome(s) it addresses. N/A
  - b. Provide tool or measure directly linked to each program learning outcome. (How will student learning in this outcome be measured?) N/A
- c. What is the rationale for adding this course? What evidence supports this action? Design of secure software is critically important to any organization. This course provides foundational skills in this vital area.

If this course will affect other departments, a Departmental Support Form for each affected department must be attached. The form is located on the Curriculum forms web page at [http://www.atu.edu/registrar/curriculum\\_forms.php](http://www.atu.edu/registrar/curriculum_forms.php).





# ARKANSAS TECH UNIVERSITY

## REQUEST FOR COURSE CHANGE

Department Initiating Proposal	Date
Engineering and Computing Sciences	June 21, 2023

Title	Signature	Date
Department Head	<i>John L. Krohn</i>	6/30/2023
Dean	<i>Dr. Z. Cox</i>	6/30/2023
Assessment	<i>[Signature]</i>	7.3.23
Registrar	<i>Sammy Leason</i>	7/28/23
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs		

Committee	Approval Date
General Education Committee (Undergraduate Proposals Only)	
Teacher Education Committee (Graduate or Undergraduate Proposals)	
Curriculum Committee (Undergraduate Proposals Only)	
Faculty Senate (Undergraduate Proposals Only)	
Graduate Council (Graduate Proposals Only)	

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)
INFT	6703
Official Catalog Title:	
Advanced Networks	

Is this course cross-listed with another existing course? If so, list course subject and number.

Yes  No

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Request to change: (check appropriate box):

Course Number                       Title                                       Course Description  
 Cross-Listing                               Prerequisite                               Co-requisite  
 Grading                                       Fee  
 Other

---

**NOTES:** These changes will become effective in the Summer I Term of the new catalog year. If this course is cross-listed, a prerequisite/co-requisite, or included in the course description of other courses, a Course Change must be submitted to address all changes in related courses.

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New Course Number: (e.g., 1003)

---

New Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below)

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Banner Title: (limited to 30 characters, including spaces, capitalize all letters - this will display on the transcript)

---

**New Course Description:**  
An advanced study of computer networking concepts and technologies. The course covers the principles, protocols, architectures, and emerging trends in computer networks, with a focus on modern technologies and network security.

---

**New Cross List:**  
 Adding Cross-Listing                       Changing Cross-Listing                       Deleting Cross-Listing  
If adding or changing cross-listing, indicate course subject and number

---

**New Prerequisite (list all, as you want them to appear in the catalog):** N/A

---

**New Co-requisite (list all, as you want them to appear in the catalog):** N/A

---

Elective                                       Major                                       Minor  
(If major or minor course, you must complete the Request for Program Change form to add course to program.)

---

**Answer the following Assessment questions:**

- a. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. N/A
- b. If this course is required for the major or minor, complete the following. N/A
  - a. Provide the program level learning outcome(s) it addresses. N/A
  - b. Provide tool or measure directly linked to each program learning outcome. (How will student learning in this outcome be measured?) N/A
- c. What is the rationale for adding this course? What evidence supports this action? The proposed update to the course description is due to changing technologies and the needs of the graduate program.

If this course will affect other departments, a Departmental Support Form for each affected department must be attached. The form is located on the Curriculum forms web page at [http://www.atu.edu/registrar/curriculum\\_forms.php](http://www.atu.edu/registrar/curriculum_forms.php).



# ARKANSAS TECH UNIVERSITY

## Request for New Certificate Program (CERTIFICATE OF PROFICIENCY, TECHNICAL CERTIFICATE, ADVANCED CERTIFICATE, or GRADUATE CERTIFICATE)

Department Initiating Proposal	Date
Engineering and Computing Sciences	June 19, 2023

Title	Signature	Date
Department Head	<i>John L. Krohn</i>	6/30/2023
Dean	<i>Mr. Z. C. Cox</i>	6/30/2023
Assessment	<i>Chris [unclear]</i>	7.3.23
Registrar	<i>Yammy Cuevas</i>	7/28/23
Graduate College (if appropriate)		
Vice President for Academic Affairs		

Committee	Approval Date
General Education Committee (Undergraduate Proposals Only)	
Teacher Education Committee (Graduate or Undergraduate Proposals)	
Curriculum Committee (Undergraduate Proposals Only)	
Faculty Senate (Undergraduate Proposals Only)	
Graduate Council (Graduate Proposals Only)	

Program Title: Graduate Certificate in Cybersecurity
---

## LETTER OF NOTIFICATION

### New Certificate Program

**Creation of a new Certificate of Proficiency, Technical Certificate, or Graduate Certificate that is made of primarily existing courses. Credit hour limits are as follows: Certificate of Proficiency (6 – 21 SCH), Technical Certificate (21 – 45 SCH), and Graduate Certificate (12 – 21 SCH).**

#### Required Information:

- 1. Proposed degree title**  
Graduate Certificate in Cybersecurity
- 2. CIP code**  
11.0103
- 3. % online (if applicable)**  
100% option for remote students. Courses will be taught as HyFlex so students can attend in person, such as international students. It is expected most students will attend online.
- 4. Proposed degree curriculum. If applicable, indicate new courses and include new course descriptions.**

**Curriculum:** The Graduate Certificate in Cybersecurity program will consist of six courses with each being 3 credit hours for a total of 18 credit hours.

#### *Required Courses:*

- INFT 5803 Principles of Cybersecurity - An introduction to the principles of cybersecurity where students will help learn how to protect networks, devices, and data from unauthorized access and ensure confidentiality, integrity, availability, and authentication of information. This course introduces the fundamental principles of cybersecurity. Those topics include risk management, network security, end users training and awareness, incident management, data privacy and security, and malware prevention. A balance between theory and current practices will be discussed.
- INFT 5233 Legal Issues in Cybersecurity - This course will provide a high-level explanation of the legal issues governing the authorized conduct of cyber operations and the use of related tools, techniques, technology and data. Both international and U.S. laws that operations in cyberspace must be in compliance, will be introduced. Note: this will be a new course, however it will be cross listed with CSEC 4233. Therefore, it will not require any additional resources since both courses will be taught at the same time.
- INFT 5213 Information Systems Risk Management - This course provides an overview for Information Security and Assurance to allow students to understand the key issues associated with protecting information assets, determining the levels of protection and response to security incidents, and designing a consistent, reasonable information security system, with appropriate intrusion detection and reporting features. Topics include but are not limited to:

inspection and protection of information assets, detection of and reaction to threats to information assets, and examination of pre- and post- incident procedures. Note: this will be a new course, however it will be cross listed with CSEC 4213. Therefore, it will not require any additional resources since both courses will be taught at the same time.

- INFT 5703 Principles of Networking - An introduction to the concepts of computer data communication networks. Topics include an introduction to network topologies, routing, protocols, infrastructure, security, and troubleshooting tools.

*Elective Courses (pick two):*

- INFT 5503 The Unix Operating System – in-depth study of the Unix operating system, focusing on both its theoretical and practical aspects. The course covers the principles, architecture, commands, and tools of Unix, with an emphasis on Unix security. Students will gain a deep understanding of the principles and techniques involved in managing and securing Unix systems. Note: This is a modified course description. It will be included as part of this proposal.
- INFT 6403 Information Security Systems Analysis and Design - The course will cover concepts, principles, and tools for designing secure information systems. Students will learn about the latest cybersecurity threats and vulnerabilities that may affect information systems, and how to address these challenges during system design. Topics covered will include secure coding practices, encryption techniques, access control mechanisms, security testing, and incident response planning. Note: This is a modified course title and description. This course title will be renamed and the course description will be updated as part of this proposal.
- INFT 6703 Advanced Computer Networks - an advanced study of computer networking concepts and technologies. The course covers the principles, protocols, architectures, and emerging trends in computer networks, with a focus on modern technologies and network security. Note: This is a modified course description. It will be included as part of this proposal.
- INFT 6803 Advanced Cybersecurity - An advanced course in cybersecurity covering a wide range of concepts. Topics include web and network basics, cryptography, hacking, packet analysis, and pen testing. Additional topics include social engineering, cyber countermeasures, incident response and mitigation, digital forensics, counter surveillance, security the IoT, and AI in cybersecurity are also discussed.

*Learning Outcomes:*

- Use and apply current technical concepts and practices in the core of information technologies.
- Analyze, identify and define the requirements which must be satisfied to address problems or opportunities faced by organizations or individuals.
- Demonstrate an understanding of best practices and standards and their application

Projected Enrollment: We currently have over 90 active students enrolled in MS in Information Technology degree program. We expect at least 1/3 of those students to complete the graduate certificate in cybersecurity along with their IT degree. We also expect to attract new students to this new program since cybersecurity is such a popular

area of study and employment opportunities. Additionally, with the program being offered with a fully online component, we can attract students from all over the world. We will also work with the graduate recruitment office to advertise this program to potential students to increase enrollment.

**5. Approval letter from licensure/certification entity, if required.**

N/A

**6. Effective date, term, and academic year**

07/01/2024, Fall 2024 Term, 2024-25 Academic Year



# ARKANSAS TECH UNIVERSITY

## Request for New Certificate Program (CERTIFICATE OF PROFICIENCY, TECHNICAL CERTIFICATE, ADVANCED CERTIFICATE, or GRADUATE CERTIFICATE)

Department Initiating Proposal	Date
Engineering and Computing Sciences	June 19, 2023

Title	Signature	Date
Department Head	<i>John L. Krohn</i>	6/30/2023
Dean	<i>Dr. Z. Coyne</i>	6/30/2023
Assessment	<i>Phil Collins</i>	7.3.23
Registrar	<i>Yammy Wealer</i>	7/28/23
Graduate College (if appropriate)		
Vice President for Academic Affairs		

Committee	Approval Date
General Education Committee (Undergraduate Proposals Only)	
Teacher Education Committee (Graduate or Undergraduate Proposals)	
Curriculum Committee (Undergraduate Proposals Only)	
Faculty Senate (Undergraduate Proposals Only)	
Graduate Council (Graduate Proposals Only)	

Program Title:  
Graduate Certificate in Data Science



## LETTER OF NOTIFICATION

### New Certificate Program

**Creation of a new Certificate of Proficiency, Technical Certificate, or Graduate Certificate that is made of primarily existing courses. Credit hour limits are as follows: Certificate of Proficiency (6 – 21 SCH), Technical Certificate (21 – 45 SCH), and Graduate Certificate (12 – 21 SCH).**

#### Required Information:

- 1. Proposed degree title**  
Graduate Certificate in Data Science
- 2. CIP code**  
**11.0103**
- 3. % online (if applicable)**  
100% option for remote students. Courses will be taught as HyFlex so students can attend in person, such as international students. It is expected most students will attend online.
- 4. Proposed degree curriculum. If applicable, indicate new courses and include new course descriptions.**

#### Curriculum:

The Graduate Certificate in Data Science program will consist of six courses with each being 3 credit hours for a total of 18 credit hours.

#### Required Courses:

- **STAT 5113 Categorical Data Analysis:** Statistical tools to analyze univariate and multivariate categorical responses. Emphasis is given to Generalized Linear Models, including logistic regression and loglinear models.
- **INFT 5603 Principles of Data Science:** This course will introduce students to the basics of programming, statistics, and data analysis using Python.
- **INFT 5103 Python Programming:** This course will provide a strong foundation in the Python programming language with an emphasis in data science. Note: this course's title is currently Software Development. The course will be renamed as part of this proposal.

#### Elective Courses (pick three):

- **INFT 5113 Artificial Intelligence:** This course will cover advanced topics in machine learning, including supervised and unsupervised learning, decision trees, and clustering. Note: This will be a new course, however it is currently taught as an INFT 6903 Emerging Trends course, so it will only need to have a permanent course number.
- **INFT 6103 Advanced Python Programming:** This course will be a continuation of Python Programming and will go deeper into the language with more advanced concepts. Note: This course's current title is Visual Programming. This course will be renamed as part of this proposal.

- INFT 6603 Advanced Data Science and Machine Learning: This course will continue with more advanced concepts in data science and machine learning.
- INFT 6903 Emerging Trends: This course's topic varies each semester and therefore allows faculty to teach the latest technologies to students. The course may be repeated for credit providing it is a different topic.

**5. Justification/need for the new program including degree program goals, objectives, student learning outcomes, and projected enrollment of new degree.**

*Justification:* Data science is a rapidly growing field that involves the extraction, analysis, and interpretation of data to inform decision-making. As the amount of data generated by businesses, governments, and individuals continues to increase, the need for skilled data scientists has never been greater. According to the Bureau of Labor Statistics, employment of computer and information research scientists, which includes data scientists, is projected to grow 19% from 2020 to 2030, much faster than the average for all occupations.

*Objectives:* The Graduate Certificate in Data Science program aims to:

- Provide students with a solid foundation in statistics, programming, and data analysis.
- Equip students with the skills needed to extract, transform, and load data from various sources.
- Enable students to analyze data using machine learning, statistical modeling, and data visualization techniques.
- Foster critical thinking and problem-solving skills needed to interpret data and make informed decisions.

*Learning Outcomes:*

- Use and apply current technical concepts and practices in the core of information technologies.
- Analyze, identify and define the requirements which must be satisfied to address problems or opportunities faced by organizations or individuals.
- Demonstrate an understanding of best practices and standards and their application

*Projected Enrollment:* We currently have over 90 active students enrolled in MS in Information Technology degree program. We expect at least 1/3 of those students to complete the graduate certificate in data science along with their IT degree. We also expect to attract new students to this new program since data science is such a popular area of study and employment opportunities. Additionally, with the program being offered with a fully online component, we can attract students from all over the world. We will also work with the graduate recruitment office to advertise this program to potential students to increase enrollment.

**6. Approval letter from licensure/certification entity, if required.**

N/A

**7. Effective date, term, and academic year**

07/01/2024, Fall 2024 Term, 2024-25 Academic Year