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| For Academic Affairs and Research Use Only | |
| CIP Code: |  |
| Degree Code: |  |

**New Course Proposal Form**

**[ ] Undergraduate Curriculum Council**

**[x ] Graduate Council**

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| --- |
| **[ x] New Course or [ ]Experimental Course (1-time offering) (Check one box)** |

Signed paper copies of proposals submitted for consideration are no longer required. Please type approver name and enter date of approval.

Email completed proposals to [curriculum@astate.edu](mailto:curriculum@astate.edu) for inclusion in curriculum committee agenda.

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| --- | --- |
| Wayne Wilkinson 9/30/2019 **Department Curriculum Committee Chair** | Joanna Grymes 10/30/19  **COPE Chair (if applicable)** |
| Kris Biondolillo 10/1/2019 **Department Chair:** | Mary Jane Bradley 11/3/2019  **Head of Unit (If applicable)** |
| Wayne Wilkinson 10/15/2019 **College Curriculum Committee Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Undergraduate Curriculum Council Chair** |
| Mary Jane Bradley 10/16/2019 **College Dean** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Graduate Curriculum Committee Chair** |
| |  |  | | --- | --- | | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Enter date |   **General Education Committee Chair (If applicable)** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Vice Chancellor for Academic Affairs** |

1. Contact Person (Name, Email Address, Phone Number)

Rebekah Cole, [recole@astate.edu](mailto:recole@astate.edu), 619-396-8601

2. Proposed Starting Term and Bulletin Year

January 2020

3. Proposed Course Prefix and Number (Confirm that number chosen has not been used before. For variable credit courses, indicate variable range. *Proposed number for experimental course is 9*. )

COUN 6003

4. Course Title – if title is more than 30 characters (including spaces), provide short title to be used on transcripts. Title cannot have any symbols (e.g. slash, colon, semi-colon, apostrophe, dash, and parenthesis). Please indicate if this course will have variable titles (e.g. independent study, thesis, special topics).

**Counseling Students who are Gifted in the School Setting – Short Title “Gifted Students”**

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

The social, emotional, behavioral, and cognitive characteristics of students who are gifted in the educational setting, including the unique learning and counseling needs of this population within the ASCA National Model framework.

6. Prerequisites and major restrictions. (Indicate all prerequisites. If this course is restricted to a specific major, which major. If a student does not have the prerequisites or does not have the appropriate major, the student will not be allowed to register).

1. **Yes / No** Are there any prerequisites?
   1. If yes, which ones?

No

* 1. Why or why not?

Enter text...

1. Yes Is this course restricted to a specific major?
   1. If yes, which major? MSE School Counseling Program

7. Course frequency(e.g. Fall, Spring, Summer). *Not applicable to Graduate courses.*

Not applicable

8. Will this course be lecture only, lab only, lecture and lab, activity, dissertation, experiential learning, independent study, internship, performance, practicum, recitation, seminar, special problems, special topics, studio, student exchange, occupational learning credit, or course for fee purpose only (e.g. an exam)? Please choose one.

Lecture Only (Online Asynchronous)

9. What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental, or other [please elaborate])

Standard Letter

10. No Is this course dual listed (undergraduate/graduate)?

11. No Is this course cross listed?

*(If it is, all course entries must be identical including course descriptions. Submit appropriate documentation for requested changes. It is important to check the course description of an existing course when adding a new cross listed course.)*

**11.1** – If yes, please list the prefix and course number of cross listed course.

Enter text...

**11.2** – **Yes / No** Are these courses offered for equivalent credit?

Please explain. Enter text...

12. No Is this course in support of a new program?

a. If yes, what program?

Enter text...

13. No Does this course replace a course being deleted?

a. If yes, what course?

Enter text...

14. No Will this course be equivalent to a deleted course?

a. If yes, which course?

Enter text...

15. Yes Has it been confirmed that this course number is available for use?

*If no: Contact Registrar’s Office for assistance.*

16. No Does this course affect another program?

If yes, provide confirmation of acceptance/approval of changes from the Dean, Department Head, and/or Program Director whose area this affects.

Enter text...

**Course Details**

17. Outline (The course outline should be topical by weeks and should be sufficient in detail to allow for judgment of the content of the course.)

**Module 1 – Working with Gifted Students in Accordance with the ASCA National Model**

**Module Objectives:**

1. Discuss the school counselor’s role in supporting gifted students according to the American School Counselor Association’s National Model
2. Discuss evidence-based practices in the professional literature related to counseling gifted students in the school setting

**Module 2: Theories for Working with Gifted Students**

**Module Objectives**

1. Discuss various theories guiding best practices for working with gifted students including Gange’s Differentiated Model of Gifted and Talented (DMGT) and Renzulli’s three-ring conception of giftedness
2. Discuss ways in which professional school counselors can integrate these theories into their individual and group counseling sessions as well as their classroom guidance lessons with gifted students

**Module 3- Characteristics of Gifted Students**

**Module Objectives**

1. Discuss the characteristics of gifted students including the strengths and challenges they may face in the school setting academically, socially, and emotionally
2. Discuss the asset-burden paradox of giftedness
3. Discuss diverse gifted students and the intersectionality of cultures that occurs with this population
4. Discuss ways in which professional school counselors can identify giftedness in students and the steps they can take to help families navigate this assessment process

**Module 4- Working with Gifted Students in the Classroom and in Small Groups**

**Module Objectives**

1. Discuss best practices for engaging gifted students in the classroom, including collaborating with classroom teachers and strategic curriculum planning and development through the Integrated Curriculum Model (ICM) and the Peterson Proactive Developmental Attention (PPDA) model
2. Discuss innovative evidence-based strategies for leading small groups with gifted students and group leader characteristics that are especially effective for engaging gifted students in the small group setting

**Module 5 - Individual Counseling, Career Planning, and Academic Advising with Gifted Students**

**Module Objectives:**

1. Discuss mental health concerns commonly experienced by gifted students and ways in which to address these challenges through individual counseling or referral to an outside therapist
2. Discuss best practices for engaging in career and college planning with gifted students
3. Discuss ways in which the professional school counselor can best advise and support gifted students to excel academically

**Module 6- Collaboration with Stakeholders to Support Gifted Students**

**Module Objectives:**

1. Discuss ways in which professional school counselors can empower parents of gifted students to help their children be successful in school and in their future careers
2. Discuss the ways in which professional school counselors can partner with teachers to implement evidence-based practices for supporting gifted students in the classroom and beyond
3. Define ways in which professional school counselors can partner with members of the community to support gifted students in accomplishing their career goals and aspirations

**Module 7- Advocating for Gifted Students**

**Module Objectives:**

1. Discuss ways in which professional school counselors can advocate for quality programming for gifted students in their schools and communities
2. Examine ways in which professional school counselors can advocate for effective laws and policies to support the needs of gifted students on a local, state, and national level

18. Special features (e.g. labs, exhibits, site visitations, etc.)

None

19. Department staffing and classroom/lab resources

None

1. Will this require additional faculty, supplies, etc.?

No

20. No Does this course require course fees?

*If yes: please attach the New Program Tuition and Fees form, which is available from the UCC website.*

**Course Justification**

21. Justification for course being included in program. Must include:

a. Academic rationale and goals for the course (skills or level of knowledge students can be expected to attain)

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

1. How does the course fit with the mission established by the department for the curriculum? If course is mandated by an accrediting or certifying agency, include the directive.

The Department of Psychology and Counseling is committed to serving the university, the profession, and the public by contributing to excellence in education, high professional standards for service delivery, and consumer advocacy. This course equips the student with a specialized knowledge of how to best counsel, support, and advocate for this population. The course covers the standards outlined by the American School Counselor Association, which is the MSE School Counseling Program’s SPA for CAEP.

c. Student population served.

MSE School Counseling Program Students

d. Rationale for the level of the course (lower, upper, or graduate).

This graduate course will prepare students for school counseling licensure in the state of Arkansas. The state of Arkansas requires school counselors to have degrees at the master’s level.

**Assessment**

**Relationship with Current Program-Level Assessment Process**

22. What is/are the intended program-level learning outcome/s for students enrolled in this course? Where will this course fit into an already existing program assessment process?

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

23. Considering the indicated program-level learning outcome/s (from question #23), please fill out the following table to show how and where this course fits into the program’s continuous improvement assessment process.

*For further assistance, please see the ‘Expanded Instructions’ document available on the UCC - Forms website for guidance, or contact the Office of Assessment at 870-972-2989.*

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| **Program-Level Outcome 2 (from question #23)** | **Students will possess the knowledge, skill, and awareness to help a diverse range of students and their families in the school setting** |
| Assessment Measure | Key Assignment in Module 7, Comprehensive Exam, Exit Survey, Employer Survey |
| Assessment  Timetable | Fall, Spring, and Summer semesters |
| Who is responsible for assessing and reporting on the results? | MSE School Counseling Program Faculty are responsible for assessing, evaluating, and analyzing results, and developing action plans? |

*(Repeat if this new course will support additional program-level outcomes)*

**Course-Level Outcomes**

24. What are the course-level outcomes for students enrolled in this course and the associated assessment measures?

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| **Outcome 1** | ASCA 2.4 Describe established and emerging evidence-­‐based counseling theories and techniques that are effective in a school setting, including but not limited to rational emotive behavior therapy, reality therapy, cognitive-­‐behavioral therapy, Adlerian, solution-­‐focused brief counseling, person-­‐centered counseling and family systems. |
| Which learning activities are responsible for this outcome? | Course readings, class discussions, video lectures |
| Assessment Measure | Discussion postings, written essay assignments, quizzes, final exam |
| **Outcome 2** | ASCA 3.2 Identify individual counseling, group counseling, and classroom instruction techniques to ensure equitable access to resources promoting academic achievement, college/career readiness, and social/emotional development for every student. |
| Which learning activities are responsible for this outcome? | Course readings, class discussions, video lectures |
| Assessment Measure | Discussion postings, written essay assignments, quizzes, final exam |
| **Outcome 3** | ASCA 3.3 Describe and apply ASCA School Counselor Competencies in the implementation of a comprehensive school counseling program that meets the needs of all students, including students with diverse learning needs. |
| Which learning activities are responsible for this outcome? | Course readings, class discussions, video lectures |
| Assessment Measure | Discussion postings, written essay assignments, quizzes, final exam |

**Bulletin Changes**

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| **Instructions** |
| **Please visit** [**http://www.astate.edu/a/registrar/students/bulletins/index.dot**](http://www.astate.edu/a/registrar/students/bulletins/index.dot) **and select the most recent version of the bulletin. Copy and paste all bulletin pages this proposal affects below. Follow the following guidelines for indicating necessary changes.**  **\*Please note: Courses are often listed in multiple sections of the bulletin. To ensure that all affected sections have been located, please search the bulletin (ctrl+F) for the appropriate courses before submission of this form.**  - Deleted courses/credit hours should be marked with a red strike-through (~~red strikethrough~~)  - New credit hours and text changes should be listed in blue using enlarged font (blue using enlarged font).  - Any new courses should be listed in blue bold italics using enlarged font (***blue bold italics using enlarged font***)  *You can easily apply any of these changes by selecting the example text in the instructions above, double-clicking the ‘format painter’ icon 🡪 , and selecting the text you would like to apply the change to.*  *Please visit* [*https://youtu.be/yjdL2n4lZm4*](https://youtu.be/yjdL2n4lZm4) *for more detailed instructions.* |

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# ***COUN 6003. Counseling Students who are Gifted and Talented in the School Setting*** *The social, emotional, behavioral, and cognitive characteristics of students who are gifted in the educational setting, including the unique learning and counseling needs of this population within the ASCA National Model framework.*