Faculty Curriculum Review

I. Welcome and Introduction
   • Overview of what instructors are currently doing, and what roles they have.
   • Justin Barker advises on counseling center and services for students.
   • Camille reviews agenda and new Utah model and how courses may be revised to fit new model.
   • Tom Wiltbank; highlights of attending ASCA conference
      - ASCA magazine as a great resource for instructors and students
      - 16 students went to ASCA conference with travel awards from counseling program

II. Review of PRAXIS exam and crosswalk items by Marietta
   • 4 areas of school counseling tested in the PRAXIS and how do they compare?
   • PRAXIS Results: There is statistical evidence showing improvement in the foundation area on the PRAXIS from the 2011 cohort to the 2014 cohort (charts in PP)
   • Crosswalk Results: scale ratings of how instructors address PRAXIS items in curriculum taught
   • Discussion of how low and high endorsement items affect program and PRAXIS results
     - with changes in school counseling model all areas are important to discuss in classes
     - areas of increased focus curriculum
     - discussion of where to add content, title, description and credits for new or modified courses.
     - leadership skills for school counselors and how to add a course in the program
   • Adding credits: discussion of how school counselors can earn more credit after graduation
     - USU to offer classes in an affordable way that is competitive with other options already available i.e. approval for HB 198 making cost $300 vs. $1000

III. Faculty Survey review by Camille
   • COMMON THEMES
      - other instructors do not know curriculum covered in other classes
      - Are students prepared when they graduate?
      - making sure there is not redundancy in the program
      - survey given to students are asked what they like, improvements that can be made, and foundations
   • Breakdown of the program
      - Sequence and scope: why we have the courses in the order we do
      - Foundation= PSY 6530 and PSY 6240
      - Discussion of adding a pre requisite of interviewing and counseling USU PSY 5400
• Faculty unfamiliar with the school counseling program
  -Instructors come from related fields and do not know school counseling program as well as they would like
  -School counseling program will cover cost for professional development and conferences (USCA; fall conference, USCA; summer conference June, ASCA; annual meeting, July)

• Revision and addition to curriculum
  -Title II and title IX need to be covered in the program. Title II will be covered more and added to curriculum taught
    -classroom management: positive classroom behavior (PBIS)
    -Large group advising and managing
    -College and Career readiness with special populations 504 and IEP
    -More importantly addressing special education students who may fall behind

• Rehabilitation counseling and School Counseling position opening
  -tenure position to teach in both school counseling and rehabilitation counseling

• What is missing in our curriculum
  -career literacy (discussion of changing the name of career development)
  -Systemic leadership (Kris Hart)
  -RTI (Tom Wiltbank)
  -Technology literacy-understanding technology programs that schools use to track data
  -Value of affiliating with professional organizations; knowing outside resources
  -Family system theories and counseling theories; Amy Kleiner, Camille Odell cover in their classes

IV. **New Utah Model presented by Kris Hart**

• How will students adopt new model?
  -students starting program will know new model, current students have new books
  -students will have overview by Kris Hart in class August 1

• What are the Utah model changes?
  -systemic approach; focal part of new model
  -The new model addresses the counseling program as a system with in the school getting all stakeholders involved

• Role of the school counselor: Changes in the new model
  -Advocate removing systemic barriers

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Systemic approach to dropout prevention

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- New Anti bullying and suicide prevention headed by counseling office to collaborate with teachers, administrators, and stakeholders to help create programs as a systemic approach.
- New Utah model is a holistic systemic approach facilitating continual growth and productivity to have best outcomes in the counseling programs in the schools
- Example given: admin may ask for you to find a grant for a program that needs to be implemented in the school
- New Model/ accreditation considerations
  - Utah model influences curriculum
  - Career literacy will be synonymous with CCR certifications for counselors
  - USU offers class for new certification new name CCR professional training HB 198
  - All counselors need certificate

V. Update on ETE conference

- Every year offered by distance ED
- Travis Rawlings: accreditation process, schools don’t need to be accredited in Utah
  - In task standards are national standards, different than state level
  - Utah State University is the only accredited school in Utah
  - Important to keep accreditation at USU
  - We need to be in task certified or we can’t get CAEP accreditation
  - We follow most standards, but not all
  - Another option is CCREP accreditation
  - Camille will talk to dean about accreditation process
- State and national standards
  - Always have them in curriculum for the courses
  - Always evaluate what is being taught and what PRAXIS evaluate

VI. Discussion of meeting/ Brainstorming/ Final thoughts

- Do we add more credits to the program to cover areas we need to for the program
  - Take out grant writing; infused into other classes as a topic more of an overview
  - Add class to the program
- New Course Name: Systemic Leadership and Special Topics for School Counselors
  - Where to put new course: Grant writing be pulled to replace new class
  - Can we have a course go online to free up space or a hybrid course: part on line and part in class
  - Kris Hart’s handout with new Utah model terms becomes new curriculum for systemic leadership class
  - Is systemic leadership a capstone course or part of the internship
  - 9 credits in last summer semester
- Look at whole program and see where we can have a new course

- **Committee to review where to put course**
  - Amy Kleiner
  - Camille
  - Chris
  - Tom

- **Add 2 credits to overall program to maximize gains and minimize losses**
  - Any changes for class names or curriculum submit to Camille for EPC