

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 complete 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

2016 Model	Time allocation	ES	MS	HS
Guidance curriculum		45%	30%	25%
Individual Planning		10%	30%	35%
Responsive Services		30%	25%	25%
System support		15%	15%	15%
2017 Model				
<u>Plan for CCR Process</u>		5-10%	35-45%	45-55%
<u>Collaborative classroom Instruction</u>		35-45%	25-35%	15-25%

<u>Systemic approach to dropout prevention</u>	30-40%	25-30%	15-20%
<u>Systemic program Management</u>	10-15%	10-15%	10-15%

- 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 CCR certification
 - 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