

School Counseling [SCHC]

Cycles included in this report:

Jun 1, 2017 to May 31, 2018

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Program Name: School Counseling [SCHC]

Reporting Cycle: Jun 1, 2017 to May 31, 2018

1 Is this program offered via Distance Learning?

100% Traditional or less than 50% Distance/Traditional

2 Is this program offered at an off-site location?

No

2.1 If yes to previous, provide addresses for each location where 50% or more of program credits may be earned.

3 Example of Program Improvement

2015-2016:

After review of the Master Plan for the 2014-2015 academic year, it was decided that passage rate would be increased from 80-90% on the following assessments: (1) COUN 659 development of an intervention plan for an emergency school situation assignment; (2) COUN 637 analyzing ethical dilemmas' assignment; (3) COUN 626 Cross-Cultural Experience paper analyzing attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities; (4) COUN 637 on the Ethical situation/ legal implications assignment; and (5) COUN 637 review of Title 28 LA Mental Health Law assignment. The rationale behind this decision was to implement higher expectations for students and increase their professional work ethic.

2016-2017:

After review of the Master Plan for the 2016-2017 academic year, it was decided that students would continue to be provided with assignments in the area of lesson plans development as it relates to academic, career and personal/social development. Student will continue to receive exposure to ASCA national standards as a tool for constructing professional and relevant lesson plans. A portion of our student population have backgrounds in disciplines other than education, resulting in the continued need for more exposure to and implementation of lesson plans on the following assessments: (1) COUN 684: Principles and Administration of School Counseling: Classroom Guidance Lesson Plan; (2) COUN 687: School Counseling Practicum: Classroom Guidance Lesson Plan; (3) COUN 697: School Counseling Internship: Classroom Guidance Lesson Plan; (4) COUN 640: Career Guidance Lesson Plan.

2017-2018:

After review of the Master Plan for the 2017-2018 academic year, it was decided that students would continue to be provided with assignments in the area of lesson plans development as it relates to academic, career and personal/social development. Student will continue to receive exposure to ASCA national standards as a tool for constructing professional and relevant lesson plans. Additionally, program coordinator will collaborate with school site supervisors for feedback on student performance and for suggestions for program improvement. Additionally, the school counseling faculty will collaborate about ideas to recruit and increase enrollment for the program.

Files: See list of attachments to view. (Requires Adobe Reader or compatible viewer).

M.Ed. School Counseling.pdf

4 Program Highlights from the Reporting Year

2015-2016:

The MSU school counseling program was awarded national accreditation in February, 2015 by the Council for Accreditation of Counseling & Related Educational Programs (CACREP).

2017-2018:

5 Program Mission

The Master of Education in School Counseling endeavors to prepare its graduates to work in school settings, to assist administrative functions appropriate to that setting, to improve the lives of students and their families at all grade levels, and to demonstrate knowledge and positive

dispositions regarding ethical responsibility. It is our goal to provide graduates with the resources and knowledge needed to facilitate positive change in individuals and institutions through excellence in teaching, creative scholarly activity and guided learning-counselor interventions in school counseling. Graduate students receive a specific School Counseling curriculum consisting of 48 credit hours with emphasis in:

- educational leadership and professionalism and ethical responsibility
- critical thinking skills in applied research methodology and knowledge in assessment
- analysis of the global community; the development of sound judgment in a multicultural society
- individual, group and career counseling theories and techniques, consultation, collaboration
- effective oral, written, and technological communication
- school service

Graduate students are encouraged to continue refining their school counseling careers by pursuing additional graduate credits in counseling related course work and further professional development which will aid in promoting expertise in specific counseling areas, especially valuable for students who are seeking licensure.

6 Institutional Mission Reference

McNeese State University is primarily a teaching institution whose mission is successful education of the undergraduate students and services to the employers and communities in its region. McNeese uses a traditional admissions process based on courses completed, GPA, and standardized test scores.

7 Assessment and Benchmark COUN 601 Research Project

Assessment: COUN 601 Research Project.

Graduates apply critical thinking in academic and professional environments.

Benchmark: 80% of students will earn 70% (pass rate) on all components of the COUN 601 research project.

Course Links

COUN601 [Research and Program Evaluation (Lec. 3, Cr. 3)]

Outcome Links

Multicultural Counseling [Program]

Graduates analyze the global community to make sound judgments in academic and professional environments.

7.1 Data

Term	% of students that scored 70%	Benchmark met?
Fall 2015	80%	Yes
Fall 2016	100%	Yes
Spring 2017	100%	Yes
Fall 2017	N/A*	N/A
Spring 2018	N/A*	N/A

*There was not data reported for 2017-2018.

Course Links

COUN601 [Research and Program Evaluation (Lec. 3, Cr. 3)]

7.1.1 Analysis of Data and Plan for Continuous Improvement

2015-2016:

Program faculty reviewed data at the end of the spring, 2015 semester and decided to change the assessment data to all components of the COUN 601 research project. Program faculty decided to maintain the 80% pass rate for the research project assignment.

2016-2017:

This assessment will serve as a program assessment data. Program faculty reviewed data at the end of the spring, 2016 semester and decided to change the assessment data to all components of the COUN 601 research project. Program faculty decided to maintain the 80% pass rate for the research project assignment. However, with the retirement of Dr. Faulk, COUN 601 was postponed and will be offered in the spring, 2018 with the same requirements.

2017-2018:

There was no data reported for the 2017-2018 academic year.

Course Links

COUN601 [Research and Program Evaluation (Lec. 3, Cr. 3)]

8 Assessment and Benchmark COUN 610 Agents of Change Assignment

Assessment: Agents of Change Assignment.

Graduates demonstrate an understanding of the important role of the school counselor as a system change agent. CACREP Leadership Standard O.4.

Benchmark: Students will earn a minimum score of 80% on COUN 610 School Counselor Agents of Change assignment.

Course Links

COUN610 [Consultation and Collaboration in School Settings (Lec. 2, Lab. 2, Cr. 3)]

Outcome Links

Counselors as Agents of Change [Program]

Graduates understand the important role of the school counselor as a change agent.

8.1 Data

Term	% of students that scored 80%	Benchmark met?
Spring 2014	100%	Yes
Summer 2014	100%	Yes
Summer 2015	100%	Yes
Summer 2016	100%	Yes
Summer 2017	100%	Yes

Course Links

COUN610 [Consultation and Collaboration in School Settings (Lec. 2, Lab. 2, Cr. 3)]

8.1.1 Analysis of Data and Plan for Continuous Improvement

2015-2016:

Program faculty moved this to a summer-only course in 2014 because the knowledge base from this course was not a major section on the comprehensive exit exam.

2016-2017:

Course instructor will use the school counselor candidates' Agents of Change assignment to serve as a program assessment data. This assignment is will be combined with the analysis of school counseling models in Louisiana and other states.

2017-2018:

The Agents of Change assignment will no longer be used as assessment data since students have mastered this assignment. The new assessment will be the analysis of school counseling models of other states. School counseling students will achieve an 80% pass rate on the analysis and summary of one other state's school counseling plan as assigned by instructor.

Course Links

COUN610 [Consultation and Collaboration in School Settings (Lec. 2, Lab. 2, Cr. 3)]

9 Assessment and Benchmark COUN 615 Course Exams

Assessment: Course Exams: Assessment in School Counseling and Guidance

COUN 615 Course Exams

COUN 615: Assessment SLO: Graduates demonstrate an understanding of individual and group approaches to assessment and evaluation in a multicultural society. CACREP Assessment Standard II.G.7

Benchmark: 90% of students will achieve a combined average of 80% on COUN 615 Assessment in School Counseling and Guidance two (2) course exams.

Course Links

COUN615 [Assessment in School Counseling and Guidance (Lec. 3, Cr. 3)]

Outcome Links

Multicultural Counseling [Program]

Graduates analyze the global community to make sound judgments in academic and professional environments.

Assessment and Evaluation [Program]

Graduates demonstrate an understanding of individual and group approaches to assessment and evaluation in a K-12 setting.

9.1 Data [Approved]

Term	Students that scored 80%		Benchmark met?
	#	%	
Fall 2013	12	100%	Yes
Fall 2014	7	100%	Yes
Fall 2015	7	100%	Yes
Fall 2016	N/A*	N/A	N/A
Fall 2017		90%	Yes

*Course not offered in Fall 2016.

Course Links

COUN615 [Assessment in School Counseling and Guidance (Lec. 3, Cr. 3)]

9.1.1 Analysis of Data and Plan for Continuous Improvement

2015-2016:

Continue to use these exams as assessment measures.

2016-2017:

Course instructor will use the school counselor candidates' exam scores (2) to serve as program assessment data. Program faculty will review data from the fall, 2017.

2017-2018:

Course instructor will use the two (2) exam scores to serve as program assessment data. Program faculty will review data from the fall, 2017. The decision was made to continue collecting this assessment data for the spring, 2019 and to increase the minimum score to 85% for two (2) course exams.

Course Links

COUN615 [Assessment in School Counseling and Guidance (Lec. 3, Cr. 3)]

10 Assessment and Benchmark COUN 615 Role of School Counselor in Tstg and Asmnt Paper

Assessment: Tole of the School Counselor in Testing and Assessment Paper.

Role of the School Counselor in Testing and Assessment paper uses a variety of sources to summarize the historical of educational and psychological assessment and testing; the use of appropriate assessments to address student's academic, career, and personal/social development; application of assessment methods to evaluate school counseling programs. COUN 615: Assessment SLO: Graduates demonstrate an understanding of individual and group approaches to assessment and evaluation in a multicultural society. CACREP Assessment Standard II.G.7.

Benchmark: 70% of students will score 80% on COUN 615 Role of the School Counselor in Testing and Assessment paper using a variety of sources to summarize the historical of educational and psychological assessment and testing; the use of appropriate assessments to address student's academic, career, and personal/social development; application of assessment methods to evaluate school counseling programs.

Course Links

COUN615 [Assessment in School Counseling and Guidance (Lec. 3, Cr. 3)]

Outcome Links

Multicultural Counseling [Program]

Graduates analyze the global community to make sound judgments in academic and professional environments.

Assessment and Evaluation [Program]

Graduates demonstrate an understanding of individual and group approaches to assessment and evaluation in a K-12 setting.

10.1 Data [Approved]

Term	Sudents that scored 80%		Benchmark met?
	#	%	
Fall 2013	12	100%	Yes
Fall 2014	7	100%	Yes
Fall 2015	7	100%	Yes
Fall 2016	N/A*	N/A	N/A
Fall 2017		90%	Yes

*Course not offered in Fall 2016.

Course Links

COUN615 [Assessment in School Counseling and Guidance (Lec. 3, Cr. 3)]

10.1.1 Analysis of Data and Plan for Continuous Improvement

2015-2016:

Continue to use this assessment and maintain benchmark.

2016-2017:

Course instructor will use the school counselor candidates' exam scores (2) to serve as program assessment data. Program faculty will review data from the fall, 2017.

2017-2018:

Course instructor will increase the mean score to 85% for the COUN 615 Role of the School Counselor in Testing and Assessment paper during the fall, 2019.

Course Links

COUN615 [Assessment in School Counseling and Guidance (Lec. 3, Cr. 3)]

11 Assessment and Benchmark COUN 626 Cross-Cultural Experience Paper

Assessment: Cross-Cultural Experience Paper.

In COUN 626, students complete a Cross-Cultural Experience paper analyzing attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities. Graduates analyze the global community to make sound judgments in academic and professional environments.

Benchmark: 70% of students will score 90% on COUN 626 Cross-Cultural Experience paper analyzing attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities.

Prior to 2015-2016, the benchmark was a score of 80%.

Course Links

COUN626 [Multicultural Counseling in Schools and Communities (Lec. 2, Lab. 2, Cr. 3)]

Outcome Links

Multicultural Counseling [Program]

Graduates analyze the global community to make sound judgments in academic and professional environments.

11.1 Data [Approved]

Term	Students that scored 90%		Benchmark met?
	#	%	
Fall 2013	20	80%	Yes
Fall 2014	4	79%	No
Fall 2015	7	90%	Yes
Fall 2016	9	100%	Yes
Fall 2017		93%	Yes

Course Links

COUN626 [Multicultural Counseling in Schools and Communities (Lec. 2, Lab. 2, Cr. 3)]

11.1.1 Analysis of Data and Plan for Continuous Improvement

2015-2016:

Program faculty reviewed data at the end of the spring, 2015 semester and decided to increase the passage rate from 80% to 90%. Program faculty decided to maintain the 90% pass rate for this assignment.

2016-2017:

Course instructor will use written assessment on cross-cultural analysis as a program assessment data. Program faculty decided to focus on the school counseling students' experience in ESL classrooms. In addition to field experience observations in ESL classrooms, school counseling students will also attend one cross-cultural event and report on all experiences.

2017-2018:

Course instructor increased pass rate to 90% for the cross-cultural experience paper. During the fall, 2017 a 100% pass rate was achieved.

A new assignment will be analyzed for this objective. School counseling students will complete field work in 2 ESL classrooms and write a reflection paper on diversity criteria and achieve an 80% pass rate during fall, 2018.

Course Links

COUN626 [Multicultural Counseling in Schools and Communities (Lec. 2, Lab. 2, Cr. 3)]**12 Assessment and Benchmark COUN 635 Understanding Poverty Reflection Paper**

Assessment: Understanding Poverty Reflection Paper

Students will write an “Understanding Poverty” reflection paper and describe how this will impact their role as a professional school counselor.

Graduates formulate and express ideas effectively through oral, written, and/or technological communications in academic and professional environments.

Benchmark: 80% of students will achieve a 80% (pass rate) on COUN 635 “Understanding Poverty” reflection paper and how this will impact their role as a professional school counselor.

Course Links**COUN635 [Counseling Children and Adolescents (Lec. 3, Cr. 3)]****Outcome Links****Communication [Program]**

Graduates formulate and express ideas effectively through oral, written, and/or technological communications in academic and professional environments.

Counselors as Agents of Change [Program]

Graduates understand the important role of the school counselor as a change agent.

12.1 Data

Term	Students that scored 80%		Benchmark met?
	#	%	
Spring 2014	12	80%	Yes
Spring 2015	12	80%	Yes
Spring 2016	4	100%	Yes
Spring 2017	N/A*	N/A	N/A

*There is no new data to report because the course was cancelled due to low enrollment.

Course Links**COUN635 [Counseling Children and Adolescents (Lec. 3, Cr. 3)]****12.1.1 Analysis of Data and Plan for Continuous Improvement**

2015-2016:

For Spring 2016, Dr. White redesigned this assignment to better address the role of the professional school counselor in working with students of poverty by having students write a reflection paper on this book in place of a PowerPoint presentation.

2016-2017:

This assessment will serve as a program assessment data. Program faculty decided to maintain the current 80% passage rate for this assessment. Dr. White redesigned this assignment to better address the role of the professional school counselor in working with students of poverty by having students write a reflection paper on this book in place of a PowerPoint presentation.

2017-2018:

There was no new data for the reporting year, because the course was cancelled due to low enrollment.

Course Links**COUN635 [Counseling Children and Adolescents (Lec. 3, Cr. 3)]****13 Assessment and Benchmark COUN 635 Counseling Theories Presentation**

Assessment: Powerpoint presentation about counseling theories.
 Graduates formulate and express ideas effectively through oral, written, and/or technological communications in academic and professional environments.

Benchmark: 80% of students will achieve a 80% (pass rate) on COUN 635 Counseling Theories PowerPoint presentation.

Course Links

COUN635 [Counseling Children and Adolescents (Lec. 3, Cr. 3)]

Outcome Links

Communication [Program]

Graduates formulate and express ideas effectively through oral, written, and/or technological communications in academic and professional environments.

13.1 Data

Term	Students that scored 80%		Benchmark met?
	#	%	
Spring 2014	12	80%	Yes
Spring 2015	12	80%	Yes
Spring 2016	4	100%	Yes
Spring 2017	N/A*	N/A	N/A

*The course was not offered in 2017-2018.

Course Links

COUN635 [Counseling Children and Adolescents (Lec. 3, Cr. 3)]

13.1.1 Analysis of Data and Plan for Continuous Improvement

2015-2016:

Program faculty decided to maintain the current 80% passage rate for this assessment.

2016-2017:

This assessment will serve as a program assessment data. Dr. White will question students on hypothetical school counseling situations and have students identify an age and situation appropriate theory to apply to the problem.

2017-2018:

The course was not offered in 2017-2018, so there is no data to report and therefore no new analysis.

Course Links

COUN635 [Counseling Children and Adolescents (Lec. 3, Cr. 3)]

14 Assessment and Benchmark COUN 635 Analyzing Ethical Dilemmas Assignment

Assessment: Analyzing Ethical Dilemmas Writing Assignment.

Benchmark: Minimum score of 90% on COUN 637 on the Ethical situation/ legal implications assignment.

Course Links

COUN635 [Counseling Children and Adolescents (Lec. 3, Cr. 3)]

Outcome Links

Legal/Ethical/Professional Issues [Program]

Graduates will demonstrate an understanding of the characteristics, roles, and functions of the professional school counselor with special attention to legal, ethical, and professional issues.

14.1 Data [Approved]

Term	Students that scored 90%		Benchmark met?
	#	%	
Fall 2013	8	100%	Yes
Fall 2014	4	100%	Yes
Fall 2015	7	100%	Yes
Fall 2016	3		
Fall 2017		90%	Yes

Course Links**COUN635 [Counseling Children and Adolescents (Lec. 3, Cr. 3)]****14.1.1 Analysis of Data and Plan for Continuous Improvement**

2015-2016:

The minimum score requirement was raised to 90% from 80% in Fall 2015. The program faculty decided to maintain this benchmark moving forward.

2017-2018:

Course instructor will use the Ethical situation/legal implications assignment to serve as a program assessment data. Program faculty decided to change this assignment to a research assignment. Students will identify and analyze one political issue influencing the school counseling profession. Course instructor will increase the pass rate to 95% for fall, 2018.

Course Links**COUN635 [Counseling Children and Adolescents (Lec. 3, Cr. 3)]****15 Assessment and Benchmark COUN 637 Ethical Situation/Legal Implications Assignment**

Assessment: Ethical Situation/Legal Implications Assignment.

Graduates analyze the global community to make sound judgments in academic and professional environments.

Benchmark: 100% of students will achieve a minimum score of 90% on COUN 637 analyzing ethical dilemmas' assignment.

Prior to 2015-2016, the benchmark was a minimum score of 80%.

Course Links**COUN637 [Legal, Ethical, and Professional Issues (Lec. 3, Cr. 3)]****Outcome Links****Legal/Ethical/Professional Issues [Program]**

Graduates will demonstrate an understanding of the characteristics, roles, and functions of the professional school counselor with special attention to legal, ethical, and professional issues.

15.1 Data [Approved]

Term	Students that scored 90%		Benchmark met?
	#	%	
Fall 2013	8	100%	Yes

Fall 2014	4	100%	Yes
Fall 2015	7	100%	Yes
Fall 2016	3	100%	Yes
Fall 2017		93%	Yes

Course Links

COUN637 [Legal, Ethical, and Professional Issues (Lec. 3, Cr. 3)]

15.1.1 Analysis of Data and Plan for Continuous Improvement

2015-2016:

The minimum score requirement was raised to 90% from 80% in fall 2015. The program faculty decided to maintain this benchmark moving forward.

2016-2017:

Course instructor will use the Ethical situation/ legal implications assignment to serve as a program assessment data. Program faculty decided to change this assignment to a research assignment. Students will identify and analyze one political issue influencing the school counseling profession.

2017-2018:

Course instructor will use written assessment relating to the analysis of ethical dilemmas as a program assessment data. Program faculty decided to embed discussion of one current political issue and analyze the implications for school counselors. Pass rate for this assignment will increase to 95%.

Course Links

COUN637 [Legal, Ethical, and Professional Issues (Lec. 3, Cr. 3)]

16 Assessment and Benchmark COUN 637 Title 28 LA Mental Health Law Assignment

Assessment: Title 28 LA Mental Health Law Assignment.

COUN 637: Legal/Ethical/Professional Issues SLO Graduates will demonstrate an understanding of the characteristics, roles, and functions of the professional counselor with special attention to legal, ethical, and professional issues.

PROFESSIONAL ORIENTATION AND ETHICAL PRACTICE CACREP Standard II K 4, 6, and 7.

Benchmark: 100% of students will achieve a minimum score of 90% on COUN 637 review of Title 28 LA Mental Health Law assignment.

Prior to 2015-2016, the benchmark was a minimum score of 80%.

Course Links

COUN637 [Legal, Ethical, and Professional Issues (Lec. 3, Cr. 3)]

Outcome Links

Legal/Ethical/Professional Issues [Program]

Graduates will demonstrate an understanding of the characteristics, roles, and functions of the professional school counselor with special attention to legal, ethical, and professional issues.

16.1 Data [Approved]

Term	Students that scored 90%		Benchmark met?
	#	%	
Fall 2013	8	100%	Yes
Fall 2014	4	100%	Yes
Fall 2015	7	100%	Yes

Fall 2016	3	100%	Yes
Fall 2017		90%	Yes

Course Links

COUN637 [Legal, Ethical, and Professional Issues (Lec. 3, Cr. 3)]

16.1.1 Analysis of Data and Plan for Continuous Improvement

2015-2016:

The minimum score requirement was raised to 90% from 80% in Fall 2015. The program faculty decided to maintain this benchmark moving forward.

2016-2017:

Course instructor will use the Title 28 LA Mental Health Law assignment to serve as a program assessment data. Students will use small group format to discuss the LA Mental Health Law issues.

2017-2018:

Course instructor will use the Title 28 LA Mental Health Law assignment to serve as a program assessment data. Students will use small group format to discuss the LA Mental Health Law issues. Course instructor will increase the pass rate to 95% for fall, 2018.

Course Links

COUN637 [Legal, Ethical, and Professional Issues (Lec. 3, Cr. 3)]

17 Assessment and Benchmark COUN 659 Intervention Plan

Assessment: Intervention Plan for an Emergency School Situation.
Graduates apply critical thinking in academic and professional environments.

Benchmark: 100% of students will score a minimum of 90% on COUN 659 development of an intervention plan for an emergency school situation assignment.
COUN 659 students will achieve a 90% pass rate on the article critique "Advocacy for the Counseling Profession: Results of a National Survey".

Prior to 2015-2016, the benchmark was a minimum score of 80%.

Course Links

COUN659 [School Crisis Intervention and Prevention (Lec. 2, Lab. 2, Cr. 3)]

Outcome Links

Intervention [Program]

Graduates will utilize content knowledge to create intervention plans that positively impact the school community.

17.1 Data [Approved]

Term	Students that scored 90%		Benchmark met?
	#	%	
Spring 2014	10	100%	Yes
Spring 2015	9	100%	Yes
Spring 2016	N/A*	N/A	N/A
Spring 2017	6	100%	Yes
Spring 2018		90%	Yes

*Course not offered in Spring 2016.

Course Links

COUN659 [School Crisis Intervention and Prevention (Lec. 2, Lab. 2, Cr. 3)]**17.1.1 Analysis of Data and Plan for Continuous Improvement**

2015-2016:

Program faculty reviewed data from prior semesters and decided to increase the passage rate from 80% to 90%.

2016-2017:

Course instructor will use this assignment as program assessment data to evaluate the students' ability to think critically in crisis situations. Program faculty reviewed data at the end of the spring, 2017 semester and decided to have students critique the article "Advocacy for the Counseling Profession: Results of a National Survey" and discuss specific advocacy strategies applicable to school counselors and their profession.

2017-2018:

90% pass rate was achieved for spring, 2018 on COUN 659 development of an intervention plan for an emergency school situation assignment.

90% pass rate was achieved for spring, 2018 on COUN 659 article critique "Advocacy for the Counseling Profession: Results of a National Survey".

Course instructor will use this assignment as program assessment data to evaluate the students' ability to think critically in crisis situations. Program faculty reviewed data at the end of the spring, 2018 semester and will continue to have students critique the article "Advocacy for the Counseling Profession: Results of a National Survey" and discuss specific advocacy strategies applicable to school counselors and their profession. The pass rate will increase to 100% for this assignment. A 100% pass rate is projected for spring, 2019 for COUN 659 intervention plan for an emergency school situation assignment.

Course Links**COUN659 [School Crisis Intervention and Prevention (Lec. 2, Lab. 2, Cr. 3)]****18 Assessment and Benchmark COUN 687 and 697 Capstone Project**

Assessment: Curriculum Guidance Intervention Capstone Project.

Graduates demonstrate an understanding of the important role of the school counselor as a system change agent. CACREP Leadership Standard O.4

Benchmark: 100% of students will pass with a minimum score of 70% on COUN 687 and 697 Curriculum Guidance Intervention capstone project will be used to improve school counseling program effectiveness.

80% pass rate on all components of the COUN 601 research project.

Course Links**COUN687 [School Counseling Practicum (Lec. 2, Lab. 2, Cr. 3)]****COUN697 [School Counseling Internship (Lab. 6, Cr. 3)]****Outcome Links****Intervention [Program]**

Graduates will utilize content knowledge to create intervention plans that positively impact the school community.

Counselors as Agents of Change [Program]

Graduates understand the important role of the school counselor as a change agent.

18.1 Data [Approved]

Term	Students that scored 70%		Benchmark met?
	#	%	
Fall 2013	14	100%	Yes
Spring 2014	10	100%	Yes

Fall 2014	6	100%	Yes
Spring 2015	6	100%	Yes
Fall 2015	6	100%	Yes
Spring 2016	5	100%	Yes
Fall 2016	8	100%	Yes
Spring 2017	4	100%	Yes
Fall 2017		100%	Yes
Spring 2018		100%	Yes

Course Links

COUN687 [School Counseling Practicum (Lec. 2, Lab. 2, Cr. 3)]

COUN697 [School Counseling Internship (Lab. 6, Cr. 3)]

Outcome Links

Intervention [Program]

Graduates will utilize content knowledge to create intervention plans that positively impact the school community.

18.1.1 Analysis of Data and Plan for Continuous Improvement

2015-2016:

Course instructor will use the Curriculum Guidance Intervention capstone project to serve as a program assessment data. Program faculty decided to use information from observations of students' guidance lessons to improve guidance lesson plans by incorporating more student-to-student interaction during the lesson.

2016-2017:

Course instructor will use the Curriculum Guidance Intervention capstone project to serve as a program assessment data. Program faculty decided to use information from observations of students' guidance lessons to improve guidance lesson plans by incorporating more student-to-student interaction during the lesson. In addition, Dr. Anthony will also observe the teaching of one lesson from each practicum student..

2017-2018:

100% pass rate was achieved during the fall, 2017 and 100% pass rate was achieved for spring, 2018 for COUN 687 and COUN 697. 100% pass rate was achieved for spring, 2018 semester for COUN 601: Research in School Counseling. COUN 601 will maintain a 100% pass rate for spring, 2019.

Course Links

COUN687 [School Counseling Practicum (Lec. 2, Lab. 2, Cr. 3)]

COUN697 [School Counseling Internship (Lab. 6, Cr. 3)]

19 Assessment and Benchmark Enrollment and Completers

Assessment: Enrollment and Completer Numbers

Ensure viable levels of student enrollment, retention, and completion appropriate to institutional resources and goals.

Benchmark: Increase overall enrollment by three students for the 2018-2019 academic school year.

19.1 Data

Academic Year	Enrollment	Completers
2014-2015	25	2
2015-2016	22	5

2016-2017	17	8
2017-2018	16	2

19.1.1 Analysis of Data and Plan for Continuous Improvement

2016-2017:

School counseling enrollment dropped by five students in 2016-2017. There was a higher rate of completers in the 2016-2017 school year, from five in 2015-2016 to eight in 2016-2017. The total number of completers for the 2016-2017 academic year was more than the two previous academic years, combined. Three additional students have decided to postpone entering the program until spring, 2018.

2017-2018:

School counseling enrollment dropped by one student in 2017-2018. There were two completers in the 2017-2018 school year, There should have been three completers for the 2017-2018 school year but one student decided to postpone graduation until the fall, 2018. Enrollment goal was short by one student. For the 2018-2019 academic year, the school counseling faculty will attempt to increase the overall program enrollment by three students.

20 Assessment and Benchmark Curriculum Development

Assessment: Curriculum Development.

Provide a comprehensive curriculum that reflects disciplinary foundations and remains responsive to contemporary developments, student and workforce demand, and university needs and aspirations.

Benchmark: Program faculty will meet three times per academic year to review student progress, curricular offerings, and appropriate professional contacts and opportunities. School counseling faculty discussed area suicide in secondary schools and decided on specific action to address this need.

20.1 Data

2016-2017:

Program faculty met on the following dates in Farrar Hall Office 337:

- Friday, August 12, 2016
- Wednesday, January 11, 2017
- Thursday, April 27, 2017

2017-2018:

Program faculty met on the following dates in Farrar Hall Office 337:

- Friday, August 22, 2017
- Wednesday, January 24, 2018
- Thursday, April 11, 2018

20.1.1 Analysis of Data and Plan for Continuous Improvement

2016-2017:

The program faculty discussed embedding more assignments in writing lessons plans into various course assignments. There was a need to expose non-education majors to the proper procedure for writing lesson plans and aligning these plans with the national ASCA standards. Students will teach guidance lessons during practicum and internship courses. Addressing diversity issues in classes and inquiring about implementation of a diversity-friendly environment on school campuses has become part of the questioning in the school counseling interviews.

School counseling syllabi will complete alignment with 2017 CACREP standards.

Dr. Faulk has retired from MSU and Dr. Katie Williams was asked to teach his research course.

2017-2018:

Assignments involving the writing of lessons plans have been embedded into COUN 684, COUN 687 and COUN 697. There continues to be a need to expose non-education majors to the proper procedure for writing lesson plans and aligning these plans with the national ASCA

standards. Students are teaching guidance lessons during practicum and internship courses. School counseling faculty discussed local suicide loss with school counseling students. Dr. Anthony hosted a regional school counselor's mini conference and presented prevention, intervention and postvention strategies for school counselors.

21 Assessment and Benchmark Environment including Emerging Technology Tools

Assessment: Use of technology tools in program.

Create an environment that effectively provides candidates with emerging technology tools. The program faculty will document classroom uses of emerging technologies within the syllabi.

Benchmark: School counseling students are required to navigate online library resources to complete journal article assignments in COUN 687, COUN 697, COUN 659 and COUN 637. COUN 600 students will achieve a 90% pass rate in their analysis and synthesis of school counseling case studies.

21.1 Data

2016-2017:

Program faculty implemented a variety of assignments within the Moodle platform to address different learning styles within a technological setting.

2017-2018:

Program faculty implemented a variety of assignments within the Moodle platform to address different learning styles within a technological setting.

Students complete assignments in APA format and using required online library resources with 90% accuracy.

21.1.1 Analysis of Data and Plan for Continuous Improvement

2016-2017:

The program faculty discussed successes, drawbacks and feedback from students as a result of implementing emerging technologies in the classroom through Promethean board.

Discussion board forum will be used in all online and web-hybrid classes, e.g., COUN 600, COUN 631, COUN 605. These DBFs include

"Getting Acquainted" discussion boards, posting of Power Points, website reviews, viewing counseling videos and discussing techniques used. The capstone projects in COUN 687 and COUN 697 include guidance lessons with embedded technology and corresponding ISTE standards noted on the lesson plan. Activ Inspire is used to create a flipchart based on a summary of an article review.

2017-2018:

The program faculty has been successful in embedding technologies in the classroom through Promethean board. Discussion board forum will be used in all online and web-hybrid classes, e.g., COUN 600, COUN 631, COUN 605. These DBFs include

"Getting Acquainted" discussion boards, posting of Power Points, website reviews, viewing counseling videos and discussing techniques used. The capstone projects in COUN 687 and COUN 697 include guidance lessons with embedded technology and corresponding ISTE standards noted on the lesson plan.

Students met the 90% accuracy benchmark for using online library resources in all target coursework. More extensive online assignments are being implemented in COUN 600 through case study analysis. Students are required to analyze, reflect and synthesize assigned case studies as they relate to relevant school topics.

Program outcomes

Intervention

Graduates will utilize content knowledge to create intervention plans that positively impact the school community.

Communication

Graduates formulate and express ideas effectively through oral, written, and/or technological communications in academic and professional environments.

Multicultural Counseling

Graduates analyze the global community to make sound judgments in academic and professional environments.

Counselors as Agents of Change

Graduates understand the important role of the school counselor as a change agent.

Assessment and Evaluation

Graduates demonstrate an understanding of individual and group approaches to assessment and evaluation in a K-12 setting.

Legal/Ethical/Professional Issues

Graduates will demonstrate an understanding of the characteristics, roles, and functions of the professional school counselor with special attention to legal, ethical, and professional issues.

Curriculum Map for School Counseling [SCHC]

M.Ed. School Counseling

Course (Credits)	Intervention	Communication	Multicultural Counseling	Counselors as Agents of Change	Assessment and Evaluation	Legal/Ethical/Professional Issues
COUN600 (3.0)						
COUN601 (3.0)	Assessed		Assessed			
COUN605 (3.0)						
COUN610 (3.0)				Assessed		
COUN615 (3.0)			Assessed		Assessed	
COUN626 (3.0)			Assessed			
COUN631 (3.0)						
COUN635 (3.0)		Assessed		Assessed		Assessed
COUN637 (3.0)						Assessed
COUN640 (3.0)						
COUN651 (3.0)						
COUN659 (3.0)	Assessed					
COUN684 (3.0)						
COUN687 (3.0)	Assessed			Assessed		
COUN697 (3.0)	Assessed			Assessed		
PSYC639 (3.0)						
Summary by Key	Intervention	Communication	Multicultural Counseling	Counselors as Agents of Change	Assessment and Evaluation	Legal/Ethical/Professional Issues
Assessed	4	1	3	4	1	2
Not Assessed	0	0	0	0	0	0
Credits	12.0	3.0	9.0	12.0	3.0	6.0

Keys

Assessed [A]

Course Assesses Outcome

Not Assessed [NA]

Course does not Assess Outcome

Outcomes for Curriculum Map M.Ed. School Counseling

P=Program G=GenEd

Intervention [P]

Graduates will utilize content knowledge to create intervention plans that positively impact the school community.

Communication [P]

Graduates formulate and express ideas effectively through oral, written, and/or technological communications in academic and professional environments.

Multicultural Counseling [P]

Graduates analyze the global community to make sound judgments in academic and professional environments.

Counselors as Agents of Change [P]

Graduates understand the important role of the school counselor as a change agent.

Assessment and Evaluation [P]

Graduates demonstrate an understanding of individual and group approaches to assessment and evaluation in a K-12 setting.

Legal/Ethical/Professional Issues [P]

Graduates will demonstrate an understanding of the characteristics, roles, and functions of the professional school counselor with special attention to legal, ethical, and professional issues.

Courses for Curriculum Map M.Ed. School Counseling

COUN600 Counseling Techniques (Lec. 3, Cr. 3) (3.0)

Major - R

Contemporary techniques of counseling with some consideration of major theories and ethical problems. Special emphasis on individual differences, including social and emotional needs of clients.

13.1101 Counselor Education/School Counseling and Guidance Services.

COUN601 Research and Program Evaluation (Lec. 3, Cr. 3) (3.0)

Major - R

Application of quantitative, qualitative, and mixed research methods; statistical methods; needs assessment, and program evaluation in school counseling. Emphasis on ethically and culturally relevant strategies for interpreting and using data.

13.0601 Educational Evaluation and Research.

13.1101 Counselor Education/School Counseling and Guidance Services.

42.2805 School Psychology.

COUN605 Counseling Theories (Lec. 3, Cr. 3) (3.0)

Major - R

Intensive study of current counseling theories and their application.

13.1101 Counselor Education/School Counseling and Guidance Services.

COUN610 Consultation and Collaboration in School Settings (Lec. 2, Lab. 2, Cr. 3) (3.0)

Major - R

Focuses on the role of the school counselor, philosophy and practical application of counseling programs to meet the needs of diverse student populations, staff, parents, and communities.

13.1101 Counselor Education/School Counseling and Guidance Services.

42.2805 School Psychology.

COUN615 Assessment in School Counseling and Guidance (Lec. 3, Cr. 3) (3.0)

Major - R

Overall course focus is to provide professional school counseling candidates with an overview of the many approaches to assessment in order to become competent and ethical practitioners in our multicultural society. In particular, to provide foundational information about educational assessment; to learn basic principles of measurement, statistical concepts, test scores, and psychometric aspects of assessment.

13.1101 Counselor Education/School Counseling and Guidance Services.

42.2805 School Psychology.

COUN626 Multicultural Counseling in Schools and Communities (Lec. 2, Lab. 2, Cr. 3) (3.0)

Major - R

Contemporary research and theory on cultural diversity. Emphasis on attaining multi-cultural literacy and understanding intergroup and interpersonal relations.

13.1101 Counselor Education/School Counseling and Guidance Services.

42.2707 Social Psychology.

COUN631 Group Counseling (Lec. 1, Lab. 4, Cr. 3) (3.0)

Major - R

Current theory and techniques of group counseling; experimental methods and demonstrations.

13.1101 Counselor Education/School Counseling and Guidance Services.

42.2805 School Psychology.

COUN635 Counseling Children and Adolescents (Lec. 3, Cr. 3) (3.0)

Major - R

Theories and techniques used for intervention with children at the pre-school through adolescent age levels. Focus will be given to pertinent issues facing K-12 students including self-esteem, peer pressure, study skills, motivation, and parent and child communication issues. Students will learn to assess behavior and incorporate developmentally, ethnically, legally, and gender appropriate strategies and techniques to meet the needs of counseling children and adolescents. Students will examine various theoretical, behavioral, and play therapy techniques for counseling children and adolescents.

13.1101 Counselor Education/School Counseling and Guidance Services.

42.2805 School Psychology.

COUN637 Legal, Ethical, and Professional Issues (Lec. 3, Cr. 3) (3.0)

Major - R

Examination of the role of professional organizations, codes of ethics, legal considerations, standards of preparation, best practices, and professional identity of school counselors.

13.1101 Counselor Education/School Counseling and Guidance Services.

42.2805 School Psychology.

COUN640 Career Counseling and Development (Lec. 3, Cr. 3) (3.0)

Major - R

An introduction to the theories and philosophy of career development and the processes by which occupational/educational and personal/social information may be integrated for career/life planning.

42.2703 Developmental and Child Psychology.

COUN651 Substance Abuse Counseling (Lec. 3, Cr. 3) (3.0)

Major - R

This course will provide a general knowledge base concerning the emotional, social, physical, and spiritual impact of addiction upon the abuser and the family system. Special emphasis will be given to the principles of the progression of addiction, treatment modalities, and recovery and relapse prevention.

13.1101 Counselor Education/School Counseling and Guidance Services.

51.1501 Substance Abuse/Addiction Counseling.

COUN659 School Crisis Intervention and Prevention (Lec. 2, Lab. 2, Cr. 3) (3.0)

Major - R

An overview of crisis models used for prevention and post intervention in K-12 settings. Students will acquire skills needed to assess the severity of a crisis situation and strategies used to implement appropriate interventions. Discussions include different types of crises and management of high-risk students.

13.1101 Counselor Education/School Counseling and Guidance Services.

42.2803 Counseling Psychology.

COUN684 Principles and Administration of School Counseling Programs (Lec. 2, Lab. 2, Cr. 3) (3.0)

Major - R

Focuses on the role of the school counselor in relation to principles, practices, and philosophy of counseling as well as the application of counseling theory and techniques to school-age populations. The student will develop a specific counseling program that will address the needs of a diverse student, staff and community population.

13.1101 Counselor Education/School Counseling and Guidance Services.

COUN687 School Counseling Practicum (Lec. 2, Lab. 2, Cr. 3) (3.0)

Major - R

Supervised experiences in a school setting and emphasizing competencies in: (1) individual and group counseling, (2) guidance intervention project, consultation, collaboration, leadership, and student advocacy practices. This course requires the completion of 100 hours, 40 of which must be direct contact hours.

13.1101 Counselor Education/School Counseling and Guidance Services.

13.1199 Student Counseling and Personnel Services, Other.

COUN697 School Counseling Internship (Lab. 6, Cr. 3) (3.0)

Major - R

Full-time supervised work in a school setting emphasizing competencies in: individual and group counseling, and educational, vocational and personal testing. Students must complete 600 clock hours under the supervision of an approved site supervisor. Failure to achieve 600 clock hours will result in "NCE" grade; student must reenroll.

13.1101 Counselor Education/School Counseling and Guidance Services.

13.1199 Student Counseling and Personnel Services, Other.

PSYC639 Human Growth and Development (Lec. 3, Cr. 3) (3.0)

Major - R

Comprehensive course dealing with the characteristics of normal growth and development throughout the life cycle. Emphasis is placed upon the respective roles of maturation and learning. Consideration is given to emotional, social, mental, and physical development.

42.2703 Developmental and Child Psychology.

End of report