

MEMORANDUM

TO: Members, Utah State Board of Education

FROM: Diana Suddreth
Director, Teaching & Learning

DATE: December 3-4, 2015

ACTION: School Counseling Licensure Program Proposal – Argosy University

Background:

In August 2010 the Utah State Board of Education gave preliminary approval for an administrative licensure program at Argosy University – Salt Lake City to allow the program to seek national accreditation. The university is now proposing to begin a school counselor licensing program.

Key Points:

In May 2015, the Argosy University administrative licensure program was granted conditional National Council for Accreditation of Teacher Education (NCATE) accreditation for two years. The university is required to host an additional accreditation visit no later than fall 2016. The accreditation is being done under the NCATE Legacy procedures adopted by the Council for the Accreditation of Educator Preparation (CAEP) after its creation through the combining of NCATE and Teacher Education Accreditation Council (TEAC).

CAEP is currently planning to begin advanced program accreditation visits in 2018 under its adopted standards. It may not be possible for the university to obtain accreditation for the new school counselor program within the three years allowed in R277-502.

Anticipated Action:

It is proposed that the Law and Licensing Committee consider approving the proposed Argosy University School Counselor program for Utah licensure and extending the time period for accreditation.

Contact: Travis Rawlings, 801-538-7601
Diana Suddreth, 801-538-7739
Sydnee Dickson, 801-538-7515

School Counseling Licensure Program Proposal

Argosy University



Prepared by the
Utah State Office of Education

December 3-4, 2015

Travis Rawlings, Licensing Coordinator
travis.rawlings@schools.utah.gov

Diana Suddreth, Director, Teaching and Learning
diana.suddreth@schools.utah.gov

Sydnee Dickson, Deputy Superintendent
sydnee.dickson@schools.utah.gov

Executive Summary – Full Template
Argosy University
Master of Arts in School Counseling
09/01/2015

Program Description

The Master of Arts (MA) in School Counseling degree program is designed to prepare students to become school counselors who are qualified to help guide students through the primary and secondary education systems. The degree leads to the Utah School Counselor Professional Educator Level 1 License upon completion of the Argosy MA School Counseling programs of study, completion of all Utah state requirements and the recommendation of the Utah State Office of Education.

Role and Mission Fit

The proposed School Counseling licensing program reflects the unit's commitment to practitioner-based, results-oriented education. The School Counseling program will be offered through a combination of onsite, online, and blended learning formats. The program is built upon a current research base and provides opportunities for candidates to apply theory and best practices in educational settings. The EPP's intention is to assist eligible candidates to develop the knowledge, skills, and dispositions needed to become school counselors who are qualified to help guide students through the primary and secondary education systems. The School Counseling program is in alignment with the College of Education (CoE) conceptual framework and the mission of Argosy University (AU).

Faculty

The education unit will hire appropriate faculty to teach full-time upon state approval of this program. Currently, a member of the Salt Lake City Argosy faculty teaches research and statistics classes. The Program Chair has a background in educational administration and 6 -12 teaching experience and qualitative research methods. Adjunct faculty are professional educators who have been selected to teach based on their particular expertise in content and in program related experience. They are expected to possess a terminal degree in a field appropriate to their teaching assignment. Additionally, they are expected to hold certification and have experience in the field of study. The cadre personnel working within the program, including all full-time and adjunct faculty, are involved in program faculty meetings, program implementation, and discussions of program data.

Market Demand

According to the Utah Division of Workforce Services, school counseling is expected to encounter average employment growth with a high volume of annual job openings. Expansion and the need for replacement of retired school counselors, will provide the majority of job openings in the coming decade. According to informal data collection, Utah will have an influx of educators retiring over the next 3-5 years. Demand for career counseling is projected to increase in vocational rehabilitation organizations (UDWS, 2014) as well. Utah Division of Workforce Services gives the school counselor occupation a 4-star rating, which means school counselors have a good employment outlook and relatively average to high wages.

Student Demand

The Utah State of Office of Education fields numerous phone calls from individuals seeking options other than the traditional learning environment due to job, family, or distance barriers. Data collected in CACTUS (Utah's system for maintaining school employee data) indicates 25% of working school counselors has sought school counseling programs out of state or online due to these barriers, especially in the southern area of the state.

Statement of Financial Support

Each campus is expected to offer only those programs that are reasonably solvent and supported by the tuition generated. The campus assumes initial start-up costs that are funded by the general campus budget. However, once a program has the appropriate state, accreditor, and institutional approval to operate, it is expected to be self-sustaining.

- Appropriated Fund.....
 - Special Legislative Appropriation.....
 - Grants and Contracts.....
 - Special Fees.....
 - Differential Tuition (must be approved by the Regents).....
 - Other (please describe).....X
- The primary source of funding is through tuition

Similar Programs Already Offered in the USHE

The three Utah School Counseling pre-service programs for licensure are aware that Argosy Salt Lake City intends to apply for approval to offer the MAEd School Counseling program. They are University of Utah, Utah State, and University of Phoenix. Brigham Young offers a PsyD program.

Program Description – Full Template

Argosy University

Master of Arts in School Counseling

09/01/2015

Section I: The Request

Argosy University requests approval to offer Master of Arts in School Counseling effective Spring 2016. No Institutional Board of Trustee approval is required.

Section II: Program Description

Complete Program Description

Coursework, Field Experiences, and Internships

Coursework, field experiences, the clinical practicum and internship in the School Counseling program address the importance of the link between the role of the professional school counselor and the academic, career, and personal/social development of all P-12 students. The School Counseling program focuses not only on developing the knowledge, skills, and dispositions necessary for success as a professional school counselor, but also on developing a strong commitment to core values essential for ethical, courageous, transformative, and responsible leadership in all settings. A series of developmental field experiences is found in the coursework prior to the Practicum in School Counseling. Each candidate will complete these field experiences in numerous school settings at the P-12 level, ensuring a diversity of experience and providing opportunities to experience the depth and breadth of working with P-12 students. Appendix A displays examples of field experience opportunities that occur within the School Counseling program. The SC6000 level courses are the School Counseling core courses for the MA program.

The MA in School Counseling program requires the candidate to complete a Practicum of 100 clock hours and two Internships with a total of 600 clock hours at a university-approved school. Under the supervision and support of an Argosy University approved on-site supervisor and an Argosy University faculty supervisor, the candidate will complete a data-driven accountability project, small and large group counseling units, individual counseling, academic advisement, consultation, coordination of programming, and a variety of counseling related tasks, projects, and assignments designed to strengthen counseling and performance skills. The Practicum and Internship experiences are designed to prepare candidates for a professional school counseling role within P-12 schools and is aligned with the 2009 curriculum standards of the Council for Accreditation of Counseling and Related Educational Programs (CACREP) and Utah state standards. Candidates are expected to commit to a minimum of 6.5 hours per week for 15 weeks in the Practicum experience and may choose to complete the Internships in either the full time (40 hours a week for 7.5 weeks) or part-time (20 hours a week for 15 weeks) format.

Courses within the program of study will be taught by Argosy faculty and qualified adjuncts that are practitioners and/or work for the clinical experience sites. By teaching courses, hosting candidates at field and clinical practice experience sites, and participating in advisory councils, practitioner feedback will be invaluable when working with EPP faculty and other professionals in the ongoing development and review of the required coursework and field experiences. As noted in the Assessment Section (page 11 also Appendix C), program assessment data is collected on candidate performance, program outcomes, faculty performance, and unit operations. Both formative and summative data are collected from specific Learning Assessment.