

Please print on green paper

ACADEMIC PROGRAMS ROUTING FORM

New Program _____

Revised Program X

Program Announcement/Letter of Intent must be previously submitted

Complete instructions for the use of this form are provided on the reverse side. If you have any questions, please contact the Office of Academic Affairs at extension 2232.

PART I: To be completed by Department. After completing Part I, forward form to the appropriate Dean. Note - if academic program is in the School of Education, form is sent to the Faculty Council Chair for endorsement before going to the Dean's office.

New programs must submit a writing plan, oral competency plan, critical thinking infusion and assessment plan, and a computer and information literacy infusion plan to the General Education Council for review and approval.

Revised programs need to indicate if the proposed revision will have an effect on one or more of the plans listed above: Yes _____
No X. (Not applicable to minors) If so, submit the revised plans to the General Education Council for review and approval.

School Counseling 03844 & 13972 11/17/20

New/Revised Program Name Major/Minor Code (revised programs) Date

CPS/Michael LeBlanc Michael LeBlanc

Department/Program Chair Contact Person

Sean Finnerty 11/17/20

Curriculum/Program Representative Date

Required for School of Education/School of Business programs ONLY

Endorse concept: YES NO J. Sparckley Nov. 17, 2020
Faculty Council/ Curriculum Chair's Signature Date

Part II: To be completed by the appropriate Dean (see reverse). After completing, forward form to the Provost.

Endorse: YES NO Ronald Michael 11/20/20
Dean's Signature Date

Part III: To be completed by Provost (see reverse). After completing, forward form along with all attachments back to the Department.

Endorse: YES NO [Signature] 11/23/20
Provost's Signature Date

Part IV: See reverse for instructions. After completing Part IV, forward form to the Faculty Assembly Chair.

UNDERGRADUATE PROGRAMS

Endorse: YES NO _____
Academic Policies Council Chair's Signature Date

Endorse: YES NO _____
Priorities and Planning Council Chair's Signature Date

Endorse: YES NO N/A _____
Gen Ed Council Chair's Signature Date

Endorse: YES NO Kristen C. Eichhorn 12/8/2020
Dean of Graduate Studies and Research's Signature Date

Endorse: YES NO [Signature] 12/4/20
Graduate Council Chair's Signature Date

Endorse: YES NO _____
Priorities and Planning Council Chair's Signature Date

Part V: To be completed by Faculty Assembly Chair.

Approve: YES NO _____
Faculty Assembly Chair's Signature Date

Proposal for Program Changes to Counseling Services Program within the Counseling & Psychological Services Dept.

The Counseling Services program prepares students for certification as a school counselor. As the state moves from provisional/permanent certification to initial/professional certification of school counselors, all currently registered school counseling programs must reregister with the state. The proposed changes to the counseling services program are being made in order to meet the requirements set forth by the state as well as to strengthen the existing program.

1. Change program name from "Counseling Services" to "School Counseling."

Justification: The current Counseling Services program title is registered with the state as leading to certification in school counseling. The program name, Counseling Services, is confusing to potential students seeking a school counseling program and is not fully descriptive of the program. We propose changing the name from *Counseling Services* to *School Counseling*. This will clearly identify the program and more clearly delineate it from our Mental Health Counseling program.

2. Change the name of CPS 530 from *Orientation to Counseling Profession* to *Introduction to School Counseling*.

Justification: CPS 530 was initially an introductory class for all of the Department's counseling students. The Mental Health Counseling program evolved to meet national accreditation standards and created an introductory class specific to mental health counseling. CPS 530 is now only required by Counseling Services (School Counseling) students. The name change to the class reflect this evolution to only school counseling students. Only the name of the course is changing to more clearly identify who should be taking this class.

3. Remove CPS 621, *Advanced Practicum & Consultation*, from required coursework and replace it with CPS 568, *School Counseling: Assessment and Intervention*.

Justification: The School Counseling program will need to address "Supportive School Climate And Collaborative Work With School, Family And Community" to re-register the program. The new class, *School Counseling: Assessment and Intervention*, will better meet these requirements. It would include consultation as part of the course. Removing CPS 621 does not remove any program components required of registered programs.

4. Make the Certificate of Advanced Study (CAS) requirements change from 12 credit hours and a thesis or 18 credit hours and no thesis to simply 12 credit hours.

Justification: The state will require a minimum of 12 credit hours for the CAS. No student has elected to do a thesis in many years and a requirement of more than the minimum credits for a CAS makes us less competitive with other school counseling programs in the state.

A summary of the proposed change are highlighted below.

Current MS Program	Proposed MS Program
Name: Counseling Services	Name: School Counseling
CPS 502 Race, Gender, & Class Issues 3cr	CPS 502 Race, Gender, & Class Issues 3cr
CPS 503 Personality 3cr	CPS 503 Personality 3cr
CPS 504 Development 3cr	CPS 504 Development 3cr
CPS 505 Psychopathology 3cr	CPS 505 Psychopathology 3cr
CPS 506 Learning 3cr	CPS 506 Learning 3cr
CPS 510 Counseling Theory & Process 3cr	CPS 510 Counseling Theory & Process 3cr
CPS 511 Practicum in Counseling 3cr	CPS 511 Practicum in Counseling 3cr
CPS 530 Orientation to Counseling Profession 3cr	CPS 530 Introduction to School Counseling 3cr
CPS 541 Introduction to Group Process 3cr	CPS 541 Introduction to Group Process 3cr
CPS 574 Vocational Development 3cr	CPS 574 Vocational Development 3cr
CPS 585 Appraisal 3cr	CPS 585 Appraisal 3cr
CPS 621 Advanced Practicum & Consultation 3cr	CPS 621 Advanced Practicum & Consultation 3cr
CPS 696 Research Methods 3cr	CPS 568 School Counseling: Assessment and Intervention 3cr
CPS 618 Internship (600 hours required) 6cr	CPS 696 Research Methods 3cr
CPS 591 Introduction to Family Systems 3cr	CPS 618 Internship (600 hours required) 6cr
	CPS 591 Introduction to Family Systems 3cr
Total Credit Hours: 48	Total Credit Hours: 48

Current CAS Program	Proposed CAS Program
CPS 535 Stats by Computer 3cr Electives under advisement 9cr Thesis or 6 credit hours in specialty area	CPS 535 Stats by Computer 3cr Electives under advisement 9cr

Total Credit Hours 12-18

Total Credit Hours 12

STATE UNIVERSITY OF NEW YORK COLLEGE AT OSWEGO
DEPARTMENT OF EDUCATIONAL LEADERSHIP

- I. **COURSE NUMBER AND CREDIT:** CPS 568 (3 credit hours)
- II. **COURSE TITLE:** School Counseling: Assessment and Intervention

COURSE DESCRIPTION: This course is centered around providing both the theoretical foundation of assessment and intervention as it applies to school counselors as well as hands on opportunities to apply this knowledge (Authentic Learning). Students will be able to accurately assess student needs at the individual, group, and school level; be able to create concrete, data driven interventions to address the identified needs of all students; and understand how to evaluate the effectiveness of their interventions (Knowledge, Practice, Social Justice). Additionally, students will use this assessment and intervention skillset to design a comprehensive developmental school counseling program (CDSCP) for their school/district (Authentic Learning, Collaboration & Leadership).

- III. **PREREQUISITES:** Graduate level standing

- IV. **JUSTIFICATION:** This course is designed to prepare students to understand, design, and evaluate various school counseling interventions, up to and including a CDSCP. It is vital that school counselors be able to assess the unique needs of their students and be able to design and implement interventions to address those needs. Working from a CDSCP is now a requirement for all school counselors working in a k-12 New York State school district.

- V. **COURSE OBJECTIVES:** This course aligns with the School of Education's commitment to training students who are socially conscious catalysts for change and reflective thinkers; have a deep understanding of education as a discipline; and practice the latest educational research findings in field-based, collaborative settings. Specifically, students successfully completing this course will be able to:
- a. Articulate program and learning outcomes within the context of a comprehensive school counseling program to develop measurable school counseling interventions that apply in k-12 education contexts
 - b. Apply concepts and procedures of qualitative and quantitative research, evaluation, and assessment as applicable to meet student academic, career, and social/emotional needs
 - c. Differentiate among assessment, program review, evaluation, planning, and intervention and the tools appropriate for each
 - d. Create an individualized assessment and intervention tool for professional use to help bridge the divide between theoretical knowledge and clinical practice
 - e. Contribute to the development of a culture of evidence-based-practice where assessment, program review, evaluation, and research are considered critically important to daily practice and used to inform daily practice

- f. Identify and utilize data collection resources available from within the school community including opportunities to collaborate with other stakeholders
- g. Effectively incorporate ethical best-practices in conducting research, evaluation, and assessment
- h. Develop culturally appropriate strategies for assessing and intervening with all students.

VI. COURSE OUTLINE

School Counseling: Assessment and Intervention will familiarize students with the process of creating data driven interventions in a k-12 school setting (Knowledge). This includes understanding various methods of assessment, designing ethically appropriate interventions and school counseling action plans, and evaluating the effectiveness of the intervention (Authentic Learning, Social Justice). Students will gain practical hands on experience in school counseling assessment and intervention (Practice). It is intended that the student will have exposure to and/or involvement in the following areas of learning:

- a. School counselor: assessment and intervention an overview
 - i. School counselor historical role in assessment and intervention
 - ii. Successful school counseling interventions
 - iii. Individual steps of the process
 - iv. Common fallacies
- b. How to accurately assess student needs
 - i. Qualitative tools
 - ii. Quantitative tools
 - iii. Making sense of the data
 - iv. Designing a personalize assessment framework
 - v. Role of assessment as part of a CDSCP
- c. Creating data driven interventions
 - i. Goals setting (SMART, MEASURE, etc.)
 - ii. School counseling action plans
 - iii. Role of collaboration
 - iv. Designing a personalized intervention framework
 - v. Role of assessment as part of a CDSCP
- d. Evaluation of interventions
 - i. Measuring actual outcomes
 - ii. Other sources of outcome data
 - iii. Designing a personalized evaluation framework
 - iv. Role of evaluation as part of a CDSCP
- e. Assessment and intervention project
- f. Presentation of personalized intervention framework

VII. METHODS OF INSTRUCTION

Instruction may include

- a. Lecture
- b. Large and Small group discussion
- c. Active/experiential learning (i.e., in-class activities, team based problem solving)
- d. Projects
- e. Guest Speakers/Panels
- f. Media (video, Ted Talks, YouTube)

- g. Online and/or hybrid activities
- h. Service learning

VIII. COURSE REQUIREMENTS

- a. Students will be required to complete an assessment and intervention project (Practice Collaboration & Leadership).
- b. Students will engage in reflection and integration of their experience of completing an assessment and intervention project through methods such as reaction papers and in-class discussion.
- c. Students are required to attend class meetings regularly and to be prepared to participate in class activities and discussions (Collaboration & Leadership).
- d. Students are required to complete readings as directed by the instructor and all assignments related to the readings (Knowledge).
- e. Students are required to engage in an interview with one k-12 Pupil Personnel Services (PPS) staff/administrator to understand the ways in which data is used to improve programming and decision-making (Knowledge & Collaboration).

IX. MEANS OF EVALUATION

Letter grades will be assigned. To successfully complete the course, students will be expected to demonstrate a thorough understanding of research design, methodology, program evaluation, and an ability to employ these skills necessary to engage in these activities independently, as demonstrated through class performance.


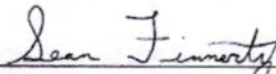
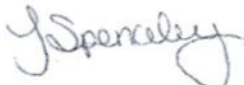
Student work will be evaluated commensurate with graduate level student expectations.

- a. Class assignments
- b. Class participation and discussion
- c. Exams
- d. Program assessment and intervention project
- e. Attendance

X. **RESOURCES** This course will be taught by School of Education Faculty. No additional library collections, equipment or facilities are necessary.

XI. Signatures:

Include the printed/typed name and signature of the following persons

	11/17/20
(Department Chair)	Date
	11/13/20
(Program Coordinator)	Date
	11/17/2020
(Chair, Faculty Council)	Date

Carol Ann Smith

12/4/20

Chair, Graduate Council)

Date

Quinten C. Eckhorn

12/8/2020

(Dean of Graduate Studies)

Date