

Counseling Retreat, Greene Co. Central Library

Sept 20, 2013, 10:00 a.m.

Attending: Tami Arthaud, Paul Blisard, Jef Cornelius-White, Marci Dowdy, Lyle Foster, Joe Hulgus, Kristi Perryman. Leslie Anderson on Sabbatical. Minutes by Tamara Flores.

- 1 CACREP/Program Changes
 - a. Status and Needs on Course additions
 - b. Familiarizing ourselves with the report, submission, review process
 - c. Full time/part time faculty ratio
 - i. No discussion needed, will monitor.
 - d. Faculty: Student ratios
 - i. It is explained the program should expect a report before end of fall semester and then may have 90 days to write addendums.
- 2 DESE
 - a. Discussion of new assessment points
 - i. Times and classes for student and faculty assessment are discussed.
 - b. 5 year rule for site supers.
 - i. The date the new policy goes into effect is unknown. Two faculty will be at the DESE Meeting and then share what they learn with the group.
 - ii. Remaining Question: Can supervisors already being used be grandfathered?
- 3 Spring 2014 schedule
 - a. Faculty discuss changes to the schedule
 - i. Create a 700 Substance Abuse class
 - ii. The department head will discuss these and more topics with faculty members individually.
 - b. Any further changes or comments should be made prior to October 1. NO changes will be made after students begin enrolling.
- 4 Vote on whether Previous Student will be allowed back into program
 - i. Faculty agree a 2 to 3 page essay will be written by the student about why she left and how she'll succeed.
 - ii. The program coordinator will make a recommendation to faculty.
- 5 Vote on Curricular Proposal and Curricular Program Change.
 - a. Faculty agree paper work will be ready for Oct 2 CLSE meeting.
 - b. The Ed.S. program coordinator discusses Ed.S.
 - i. Master's plus was the original intention of the plan
 - ii. Change will include achievement testing & giftedness adding credit hours.
 - iii. Discussion of course name changes to match CACREP & DESE along with PoS changes.
 - iv. Faculty are favorable to the EdS changes, including prerequisites for 708, adding 753 and removing 703 for Ed.S. PoS.

1. The program coordinator will give language on 708 & 751 prerequisites
 2. The Ed.S. coordinator will discuss options with the Teacher Certification Office.
- 6 Student feedback documentation process in practicum-
- a. Practicum faculty discuss in turn what they each do and the forms used.
 - i. All are doing weekly verbal and written feedback.
 - ii. Dept head states each approach of faculty clarifications and documentations are satisfactory and the organization is credible.
- 7 Portfolio Pilot Data
- a. SAHE procedures (sample, rubric, award)
 - i. Faculty are asked to familiarize themselves with the examples.
 - b. Section II of Counseling portfolio
 - i. Artifact selection- Pilot Student Info
 - ii. Narrative instruction-
 1. Program Coordinator compiled info from students re what artifacts can be used
 - a. It is agreed the application should it be deleted from the list of artifacts for the portfolio.
 - b. 701, four exam results can't be retrieved. Assessment report could be used if only given to advisors not public.
 - c. Students could do a final paper/exam in 707 or could use a powerpoint on theorist.
 - d. 708's artifact is a reflections paper
 - e. 751's artifact is a theory paper
 - f. 714's artifact is reflective journals done over the period of the semester.
 - g. Other potential artifacts were discussed and/or agreed upon.
 2. Discussion of reflective/reactive assignments at end of semesters.
 3. Specialization: Comps scores. New table will be of only grey areas and selected artifacts.
 4. Discussion of what is checkpoint and what is artifact needed for student portfolio.
 5. Not all students will be able to pull all artifacts. Options offered.
 6. Can other ASCA model be used for 702?
 - a. Students use an ethical dilemma paper.
 7. Discussion of when the second student self-assessment occurs.
 - a. Discussion of advisor release to take comps for student self assessment. This will not be utilized. Should be linked to a later course instead.
 - b. Students can use self-assessments as a piece of their portfolio
 8. Discussion of when faculty do assessment

- a. Faculty agree a copy should be given to each student & add an additional step of verbal remediation for low assessed students.
 - iii. Suggestions for Improvement
 - 1. New Portfolio
 - a. Binders
 - b. Faculty agreed cover sheets will be sued
 - c. Topic dividers
 - d. This could be a checkpoint, not a pass/fail of the program
 - i. If something's not acceptable, the portfolio could be given back so students can get something else for a particular topic.
 - ii. Advisor Portfolio Cover Sheet will be reworked to replace with checks (meets: Yes or No) and Comments.
 - e. Individual syllabi can be flagged so students know to keep particular documents.
 - f. Should be discussed by GA's at interviews
 - g. Finished example should be put online or otherwise made available
- 8 Faculty disposition points (classes) were identified
- 9 Need for advisement emails or meetings prior to advisor releases-
 - a. Tami states advisory releases will be due next month.
 - b. Documentation of information needs to be included in what students are instructed to take over coming semesters. Discussing prerequisites, applications for practicum/internship & needs for Program of Study forms.
- 10 Discussion of recruitment efforts
 - a. Students are asking about minor in counseling as part of an accelerated masters.
 - i. Classes would have to change course numbers to allow undergrad work.
 - ii. The discussion occurs regarding the possibility it would be favorable as recruitment to be paired with another Undergrad departments such as Child and Family Development, Elementary Education, Psychology, etc.
 - iii. Discussion of the program needing to declare when undergrads interview for COU.
 - iv. Discussion of what courses undergrads would be able to take
 - v. Discussion will be picked up in Oct faculty meeting.
- 11 NCATE Visit/Meetings/Showcase Oct 27-28 – posters needed
 - a. Will relate primarily to diversity standards
 - b. May include Study away, clinic, conference participation
 - c. Need students who can articulate and represent us in an interview at site visit.
- 12 Coordinator's Report
 - a. Will be ready for review to faculty by October 1 and discussed in Oct faculty mtg.

- b. May be open for public view and online or not-need to understand the audience better.
- c. Mentoring of students discussed.
 - i. Faculty should send mentoring activities promptly to Ms. Flores for inclusion in the report.