



NEW ACADEMIC PROGRAM – MAJOR Preliminary Proposal Form

Please complete the following information. Brief summaries are sufficient, and the completed document should be only 3-4 pages. *Italicized instructions can be deleted before submitting this form.*

I. Program Details

- a. **Name (and Degree Type) of Proposed Academic Program:** School Counseling, Masters of Education
 - i. **Emphases (if applicable):** n/a
- b. **Academic Unit(s)/College(s):** Department of Educational Psychology, College of Education
- c. **Campus/Location(s):** Main Campus
- d. **Desired [CIP Code](#):** 13.1101
- e. **First Admission Term** (*i.e., Fall 2024*): Fall 2025
- f. **Primary Contact and Email:** rdmayes@arizona.edu

II. Executive Summary (please provide **no more** than 5 bullets/sentences that sum up the rationale, demand, and uniqueness of your proposed major. This will be read at ABOR):

- The proposed Masters of Education in School Counseling will be the only 48 credit hour M.Ed. degree program for school counseling in the state of Arizona. ASU and NAU also offer graduate degrees in school counseling; however, the required curriculum for the ASU and NAU school counseling degrees differ significantly from the proposed UArizona M.Ed. While Prescott offers a 36 hour program, however this program is completely online and does not offer coursework in child development, learning theory, ethics and AZ law.
- The proposed M.Ed. in School Counseling will prepare students to become certified by the Arizona State Department of Education and qualified to become employed as Professional School Counselors, PreK-12. The proposed degree will also provide graduates the option become licensed mental health professionals upon completion of three optional, additional courses.
- In Arizona, the current student-to-school counselor ratio is 667:1 which is the worst in the nation. This means that demand for professional school counselors outweighs the number of Master's level graduates each year and a very strong employment outlook for school counseling in the foreseeable future.
- School Counseling, as a graduate program, has existed in various forms within the College of Education since 2000. Historically, there has been strong demand for the program with the number of applicants exceeding the number of available slots each year and a near 100% employment rate upon graduation.

III. Brief Program Description:

The proposed school counseling M.Ed. will prepare graduates with content and field experiences that will make them eligible to apply for the school counseling credential in the state of Arizona upon graduation. Through leadership, advocacy, consultation, use of data, and action, our graduates will be competent at identifying and addressing barriers that impede equal access to educational and career opportunities for all students. Program faculty are committed to educating professional school counselors skilled in the delivery of a comprehensive, developmental school counseling program and who are effective at providing equitable resources and support for all students in PreK-12 settings. Graduates of the school counseling M.Ed. in Educational Psychology will be dedicated to the high academic achievement, post-secondary success, and social/emotional wellbeing of all students. The school counseling program is committed to the integration of teaching, research on school counseling, and active involvement with the schools and community agencies of southern Arizona. The M.Ed. in School Counseling requires a minimum of 48 credits of graduate level coursework. Successful completion of the program qualifies students for Arizona State Guidance Counselor Prekindergarten-12 certification.

IV. Program Rationale:

The proposed M.Ed. in School Counseling is tied to the disestablishment of the current School Counseling subplan under the MA in Counseling owned by the Department of Disability & Psychoeducational Studies. The rationale for the disestablishment and new program proposal hinges on three main considerations: 1) the need to revise the required curriculum to include more education-focused coursework and experiential training, 2) the ability to leverage existing resources in Educational Psychology to effectively increase the number of faculty and courses available to support school counseling, and 3) supporting the capacity of the school counseling program to respond to increasing demand for enrollment in the program. Re-establishing the school counseling graduate program in Educational Psychology will enable school counseling students to take existing courses such as EDP 501 (child development), EDP 510 (learning theories in education), and EDP 582A (Educational Evaluation) which are vital to their professional preparation.

Other school counseling graduate programs in the state (e.g., ASU and NAU) require 60 credit hours and are CACREP accredited. CACREP accreditation is not required to become certified as a professional school counselor in AZ or any other state, and we believe the 60 credit hour requirement is costly and cumbersome for students who will be entering a profession in education. The proposed 48 credit hour M.Ed. will be appealing to students because of the focus of the curriculum, the ability to matriculate in two years, and the flexibility to choose elective coursework in areas such as school violence/crisis response, exceptional learners, risk in adolescence, and school-based mental health. Graduates will also have the option to take three additional courses to become eligible to sit for licensure as an associate level mental health counselor. Please note, that graduation from a CACREP accredited program is not required for licensure to become an associate level clinical mental health counselor. Interested students will be able to complete licensure courses in collaboration with the MA in Counseling program housed in the Department of Disability & Psychoeducational Studies in the College of Education at the UArizona.

V. **Viability:** *To support the proposed program, does the college envision sharing resources used by other programs, redeploying internal resources (consolidating existing programs), etc.?*

a. Summarize new resources required to offer the program: *may include additional faculty, staff, equipment, facilities, etc.*

New Faculty & Staff Resources:

The two school counseling faculty members for school counseling (Drs. Lia Falco and Renae Mayes) have formally transferred from Disability & Psychoeducational Studies to the Educational Psychology Department on July 1, 2024. Their academic appointments in Educational Psychology will be effective Fall 2024. As tenured faculty, each has a 40/40/20 workload and will be primarily assigned to teaching required courses for the proposed M.Ed. in school counseling. With an additional program of study (MEd in School Counseling) to launch in the Department of Educational Psychology there is a need for an additional graduate coordinator at 0.5FTE. Finally, once the new program of study is approved there will need to be support from college/university marketing to create recruitment materials and update the college website.

Shared Resources:

The proposed M.Ed. will include new course approvals for four courses. Other required coursework for the proposed M.Ed. will include existing courses in the Dept. Educational Psychology and assigning EDP course prefixes to existing DPS courses for the school counseling subplan. The program will also utilize existing courses in other departments including the Dept. of Teaching, Learning, and Sociocultural Studies and the Dept. of Educational Policy Studies and Practice. In summary, because school counseling faculty will be transferring to Educational Psychology and responsible for directing the proposed program, resources required to offer the new program are as follows:

- Time needed to gain course approval for four new courses
- Creation of marketing and recruitment materials upon program approval. Since communication and marketing have become a centralized service at the University of Arizona, we are looking to this office for support. If centralized services receive a tax from revenue generated by SCH in the new budget model, then we should be able to receive services without additional cost structure. If a pay-per-service plan is in place, the Department of Educational Psychology and the College of Education are supportive of paying the fee.
- A 0.5FTE graduate coordinator will be provided by the Department of Educational Psychology.

VI. **Projected Enrollment for the First Three Years:**

Year 1	Year 2	Year 3
10	15 (25)	20 (35)

Prior to the merger of School Counseling with the Counseling M.A. program in Disability & Psychoeducational Studies in 2014, the number of school counseling applicants averaged around 30 each spring, with the number of admitted students averaging around 20 each fall. When School Counseling became a subplan in the Counseling M.A., concurrent with the M.A. becoming CACREP accredited, the number of school counseling students dropped to cohorts averaging between 9-12 each term. A number of factors created constraints that kept school counseling enrollments low. Without the constraints imposed by CACREP, and by integrating the curriculum with existing Educational Psychology courses, we anticipate school counseling enrollments to grow back up to cohorts that average around 20 students admitted each term. As a two-year program of study, that means eventual enrollment of around 40 students at any given time.

VII. **Evidence of Market Demand:** According to occupational outlook handbook, the field of school and career counselors and advising is estimated to grow by 5% or 18,400 positions from 2022-2032. This is particularly important as professional school counseling organizations recommend that schools have a ratio of 1:250 school counselors to students. The state of Arizona currently has a ratio is 667:1 which is the worst in the nation. This means that demand for professional school counselors in Arizona continues to outweigh the number of Master's level graduates each year and a very strong employment outlook for school counseling in the foreseeable future.

VIII. **Similar Programs Offered at Arizona Public Universities:** *List existing programs at Arizona Public Universities, including affiliated programs at The University of Arizona, which deliver similar concepts and competencies to the proposed new program.*

ASU offers a CACREP accredited, 60 credit hour, M.A. program in counseling that allows students to specialize in school counseling. The curriculum focus is on mental health counseling and therapy. The program is available to students in person at the Tempe campus.

NAU offers a CACREP accredited, 60 credit hour, M.Ed. in school counseling. The curriculum focuses broadly on human growth and development within educational settings. The program is available in person to students at the Flagstaff campus and the satellite campus in Tucson.

Grand Canyon University offers a 60 credit hour online M.Ed. program in school counseling. Grand Canyon University is a private Christian university, and the school counseling curriculum reflects the Christian worldview of the institution.

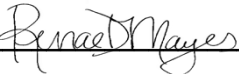
Prescott College offers a 36 credit hour M.Ed. in school counseling. The program is available to students in person at the Prescott campus.

IX. **Resources**

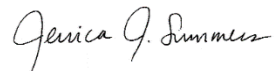
I. **Summarize new resources required to offer the program:** *may include additional faculty, staff, equipment, facilities, etc.*

X. **Required Signatures** *(the following should be included in the notification memo to campus after ABOR approval):*


II. Program Director/Main Proposer:

- i. Signature: 
- ii. Name and Title: Renae D. Mayes, PhD, NCC, Professor
- iii. Date: June 20, 2024

III. Managing Unit/Department Head:

- iv. Signature: 
- v. Name and Title: Jessica Summers, PhD; Professor & Chair
- vi. Date: June 20, 2024

IV. College Dean/Associate Dean:

- vii. Signature: 
- viii. Name and Title: Robert Q. Berry, III, Dean & Professor
- ix. Date: October 28, 2024



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I. **MAJOR REQUIREMENTS**— complete the table below by listing the major requirements, including required number of units, required core, electives, and any special requirements, including emphases* (sub-plans), thesis, internships, etc. Note: information in this section must be consistent throughout the proposal documents (comparison charts, four-year plan, curricular/assessment map, etc.). Delete the **EXAMPLE** column before submitting/uploading. Complete the table in Appendix A if requesting a corresponding minor.

GRADUATE

Total units required to complete the degree	48
Pre-admissions expectations (i.e., academic training to be completed prior to admission)	Completion of Bachelors Degree w/ GPA of 3.0 or above, application, letter of recommendations, personal statement
Major requirements. List all major requirements including core and electives. If applicable, list the emphasis requirements for each proposed emphasis*. Courses listed must include course prefix, number, units, and title. Mark new coursework (New). Include any limits/restrictions needed (house number limit, etc.). Provide email(s)/letter(s) of support from home department head(s) for courses not owned by your department.	<p>Complete 30 units of core coursework:</p> <ul style="list-style-type: none"> • EDP 501 Child Development (3) • EDP 530 Professional Orientation and Ethics for School Counseling (3) • EDP 510 Learning Theory in Education (3) • (new) EDP XYZ Theories and Techniques of Individual Counseling (3) • EDP 536 Group Dynamics in Educational Settings (3) • (New) EDP XYZ Leadership & Advocacy in School Counseling (3) • EDP 538 Career Counseling & Development (3) • EDP 582A Educational Evaluation (3) • EDL 562 Arizona Educational Law (3) • TLS 537 Equity in Schools & Society <p>Complete 6 units of electives from the following list.</p> <ul style="list-style-type: none"> • EDP 503 Adolescent Development (3) • EDP 560 Intro to Education Research (3) • EDP 514 Psychology of Instruction (3) • EDP 502 Motivation and Development (3) • SERP 512 Violence in Schools and Communities: Crisis Prevention/Response (3) <p>Complete 12 units of practicum and internship.</p>



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	<ul style="list-style-type: none"> • EDP 594 School Counseling Practicum (3) • EDP 594 Mental Health Practicum (3) • EDP 593 School Counseling Internship (6)
Research methods, data analysis, and methodology requirements (Yes/No). If yes, provide description.	Yes. Students complete 3 units through EDP 582A Educational Evaluation
Internship, practicum, applied course requirements (Yes/No). If yes, provide description.	Yes. Students complete 12 units of an internship or practicum in the field.
Master thesis or dissertation required (Yes/No). If yes, provide description.	No
Additional requirements (provide description): Capstone project will be a professional development presentation on an action research project or topic otherwise approved by the advisor	Students must complete and pass a capstone project in EDP 593 School Counseling Internship
Minor options (as relevant)	No required minor options. Open options.

*Emphases are officially recognized sub-specializations within the discipline. [ABOR Policy 2-221 c. Academic Degree Programs Subspecializations](#) requires all undergraduate emphases within a major to share at least 40% curricular commonality across emphases (known as “major core”). Total units required for each emphasis must be equal. Proposed emphases having similar curriculum with other plans (within department, college, or university) may require completion of an additional comparison chart. Complete the table found in Appendix B to indicate if emphases should be printed on student transcripts and diplomas.

II. **CURRENT COURSES**—using the table below, list all existing courses included in the proposed major. You can find information to complete the table using the [UA course catalog](#) or [UAnalytics](#) (Catalog and Schedule Dashboard> “Printable Course Descriptions by Department” On Demand Report; right side of screen). If the courses listed belong to a department that is not a signed party to this implementation request, upload the department head’s permission to include the courses in the proposed program and information regarding accessibility to and frequency of offerings for the course(s). Upload letters of support/emails from department heads to the “Letter(s) of Support” field on the UAccess workflow form. Add or remove rows to the table, as needed.

Course prefix and number (include cross-listings)	Units	Title	Pre-requisites	Modes of delivery (online, in-	Typically Offered (F, W, Sp, Su)	Dept signed party to proposal? (Yes/No)
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				person, hybrid)		
EDP 501	3	Child Development		In-person	Fall	Y
EDP 510	3	Learning Theory in Education		In-Person	Spring	Y
EDP 530	3	Professional Orientation and Ethics for School Counselors		hybrid	Fall	Y
EDP 582A	3	Educational Evaluation		In-person	Spring	Y
EDP 536	3	Group Dynamics in Educational Settings		In-person	Spring	Y
EDP 538	3	Career Counseling & Development		hybrid	Spring	Y
EDP 594B	3	School Counseling Practicum	Completion of EDP 530/537 (Professional Orientation & Ethics) & EDP 5XX (Theories & Techniques of Counseling) with P)	In-person	Spring	Y
EDP 594	3	Mental Health Practicum		In-person	Fall/Spring/Summer	Y
EDP 593	6	School Counseling Internship	Completion of EDP 594B (School Counseling practicum with P)	In-person	Fall/Spring	Y
EDL 562	3	Arizona Educational Law		In-person	Fall	N
TLS 537	3	Equity in Schools & Society		In-person	Spring	N

III. **NEW COURSES NEEDED** – using the table below, list any new courses that must be created for the proposed program. If the specific course number is undetermined, please provide level (i.e., CHEM 4XX). Add rows as needed.



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Course prefix and number (include cross-listings)	Units	Title	Pre-requisites	Modes of delivery (online, in-person, hybrid)	Status*	Anticipated first term offered	Typically Offered (F, W, Sp, Su)	Dept signed party to proposal? (Yes/No)	Faculty members available to teach the courses
								Y	
EDP 5XX	3	Theories & Techniques of Individual Counseling		In-person		Fall 2025	Fall	Y	Mayes
EDP 5XX	3	Leadership & Advocacy in School Counseling		Hybrid		Fall 2026	Fall	Y	Mayes

*In development (D); submitted for approval (S); approved (A)

IV. **FACULTY INFORMATION-** complete the table below. If UA Vitae link is not provided/available, add CVs to a Box folder and provide that link. UA Vitae profiles can be found in the [UA directory/phonebook](#). Add rows as needed. Delete the **EXAMPLE** rows before



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submitting/uploading. **NOTE: full proposals are distributed campus-wide, posted on committee agendas and should be considered “publicly visible”.** Contact [Office of Curricular Affairs](#) if you have concerns about CV information being “publicly visible”.

Faculty Member	Involvement	UA Vitae link or Box folder link
Lia D. Falco	Teach EDP 530 (Professional Orientation and Ethics), EDP 593 (Sch Couns Intern), EDP 538 (Career Counseling & Development), EDP 594 (Mental Health Practicum)	Box folder link
Renae D. Mayes	Teach EDP 536 (Group Dynamics), EDP 5XX (Theories & Techniques of Individual Counseling), EDP 5XX (Leadership & Advocacy In School Counseling), EDP 594 (School Counseling Practicum),	Box folder link
EDP Faculty	Teach EDP 510, EDP 582A , EDP 501	Box folder link
TLS Faculty	Teach TLS 512	Box folder link
EDL Faculty	Teach EDL 562	Box folder link
		https://arizona.box.com/s/2k61suguu52c2qk7h931m8s0isj8af8d



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V. **GRADUATION PLAN** – provide a sample degree plan, based on your program that includes all requirements to graduate with this major and takes into consideration course offerings and sequencing. *Undergraduate programs: please complete [Addendum D: 4-Year Plan for Degree Search](#). Use generic title/placeholder for requirements with more than one course option (e.g., Upper Division Major Elective, Minor Course, Second Language, GE). Add rows as needed.*

Semester 1		Semester 2		Semester 3		Semester 4	
Course prefix and number	Units	Course prefix and number	Units	Course prefix and number	Units	Course prefix and number	Units
EDP 530	3	EDP 536	3	EDP 594	3	EDP 5XX (Lead & Adv. Sch Couns)	3
EDP 5XX (Theories & Tech)	3	EDP 510	3	Elective (optional)		EDP 593	3
EDP 501	3	EDP 594	3			EDL 562	3
Elective (Optional)	3	TLS 537	3			Elective (Optional)	3
Total	9 or 12	Total	12	Total	3 or 6	Total	9 or 12

Semester 5		Semester 6		Semester 7		Semester 8	
Course prefix and number	Units	Course prefix and number	Units	Course prefix and number	Units	Course prefix and number	Units
EDP 538	3						
EDP 593	3						
EDP 582A	3						
Total	9	Total		Total		Total	

VI. **Learning Outcomes and Curriculum Map** - Complete these tables as a summary of the learning outcomes from your assessment plan and an overview of where learning outcomes are addressed in the program. Use the examples below as models and refer to the explanations beneath each table. Additional resources are available from the [University Center for Assessment, Teaching and Technology](#).

Learning Outcomes



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<p>Learning Outcome #1: Foundational Knowledge: Students demonstrate knowledge of the history of school counseling and the structure and organization of the American education system. Students understand the development trajectories of diverse learners in the school environment.</p>
<p>Concepts: History of School Counseling, ASCA National Model, Learning theory</p>
<p>Competencies:</p> <ol style="list-style-type: none"> 1. Students will demonstrate knowledge of the history of school counseling, and the structure and organization of the American education system. Candidates understand the development trajectories of diverse learners in the school environment. 2. Students will be understand the evolution of the school counseling profession, the basis for a comprehensive school counseling program, and the school counselor’s role in supporting growth and learning for all students. 3. Students will understand human development including, cognitive, language, social/emotional, and physical development, as well as the impact of environmental stressors and societal inequities on learning and life outcomes.
<p>Assessment Methods: Case conceptualization, course discussions, position paper, leadership and advocacy project, exams</p>
<p>Measures: instructor grading of case conceptualizations, course discussion, position paper, leadership and advocacy project, and exams</p>
<p>Learning Outcome #2: Student Learning Outcomes: Candidates create and implement data-informed school counseling programs that positively impact student outcomes and promote educational equity and access. Candidates use pedagogical skills, collaborative strategies and referral systems to support student learning.</p>
<p>Concepts: Learning theory, multicultural and antiracist school counseling practice, data-informed decision making, program planning</p>
<p>Competencies:</p> <ol style="list-style-type: none"> 1. Plan, organize, and implement a variety of instructional and counseling strategies as part of a comprehensive school counseling program (direct and indirect student services) to improve preK-12 student attitudes, knowledge, and skills. 2. Collaborate with stakeholders such as families, teachers, support personnel, administrators, and community partners to create learning environments that promote educational equity, and support success and well-being for every student. 3. Describe how to access school and community resources to make appropriate referrals based on the needs of students. 4. Demonstrate pedagogical skills, including culturally responsive classroom management strategies, lesson planning, and personalized instruction.
<p>Assessment Methods: Leadership and advocacy project, case studies, program development and evaluation</p>
<p>Measures: instructor grading of case conceptualizations, leadership and advocacy project, correct application of program development and evaluation techniques</p>
<p>Learning Outcome #3: Ethical Practice: Candidates demonstrate ethical and culturally responsive behavior, maintain the highest standard of professionalism and legal obligation, and use consultation and ongoing critical reflection to prevent ethical lapses.</p>
<p>Concepts: Ethical codes, ethical decision making, federal and state laws impacting children under 18</p>
<p>Competencies:</p>



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1. Engage in professional behavior that reflects ASCA Ethical Standards for School Counselors and relevant federal and state laws and district policies.
2. Describe the impact of federal and state laws and regulations, as well as district policies, on schools, students, families, and school counseling practice.
3. Seek consultation and supervision to support ongoing critical reflection in an effort to identify cultural blind spots and prevent ethical lapses.

Assessment Methods: ethical application of skills in practicum and internship, case conceptualization

Measures: Instructor grading and feedback on practicum and internship skill development (rubric), case conceptualization

*Explanation: **Concepts** are the topics that students will learn in the program. **Competencies** are the skills they will learn. A **learning outcome** is their ability to apply the skills to the topics, or to use the skills and the topics together, in an observable way. The **assessment method** is where students will demonstrate the learning outcome, and a **measure** is how data will be pulled from the assessment method. Include both a direct and indirect assessment method and measurement for each learning outcome. Competencies and the learning outcomes need to reflect higher level learning: consider using verbs from the Application, Analysis, Synthesis, and Evaluation columns from this list when writing learning outcomes: <https://arizona.app.box.com/s/orx6coex8607hlmnrql7dzhzjicpit>. We recommend 3-5 Learning Outcomes for a degree program.*



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Curriculum Map

EDP 530	EDP XXX (theories)	EDP 501	TLS 537	EDP 536	EDP 510	EDP 582A	EDP 538	EDL 562	EDP 503	EDP 560	EDP XXX (leadership)	EDP XXX	EDL 562	EDP 594	EDP 594	EDP 593
LO #1: Foundational Knowledge: Students demonstrate knowledge of the history of school counseling and the structure and organization of the American education system. students understand the development trajectories of diverse learners in the school environment.																
I	R			R	R		R	R		R	M	R		M	M	M
LO #2: Student Learning Outcomes: Candidates create and implement data-informed school counseling programs that positively impact student outcomes and promote educational equity and access. Candidates use pedagogical skills, collaborative strategies and referral systems to support student learning.																
I		R	R	R	R	R			R	R	M	R	R	M	M	M
LO #3: Ethical Practice: Candidates demonstrate ethical and culturally responsive behavior, maintain the highest standard of professionalism and legal obligation, and use consultation and ongoing critical reflection to prevent ethical lapses.																
I	R						R	R		R	M	R	R	M	M	M

Explanation: The curriculum map lists the required courses for the program and indicates where each LO will be introduced (I), reinforced (R), and mastered (M). This is important to show that you are including adequate teaching of the skills and concepts to support the LOs. Each row (LO) should have at least one I, R, and M in it. Usually (but not always) there is more than one R. Usually (but not always) there is only one I and one M. Generally, Is come first, followed by Rs, and Ms are last. Each column (class) should have at least one letter in it, but not every box needs to be filled in



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VII. PROGRAM ASSESSMENT PLAN- using the table below, provide a schedule for program evaluation 1) while students are in the program and 2) after completion of the major. Add rows as needed. Delete **EXAMPLE** rows.

Assessment Measure	Source(s) of Evidence	Data Collection Point(s)
Successful matriculation to internship	Supervisor evaluation ratings, faculty ratings, passing grade, enrollment in internship	Second semester of enrollment
Case conceptualization	Rubric/Student score	First semester of internship
Academic Program Review	Reviewers' responses	Every 7 years
Job Placement Statistics	Student/Alumni Survey	At graduation and as part of alumni survey
Successful completion of capstone project	Rubric/Student score on project	Final semester

VIII. ANTICIPATED STUDENT ENROLLMENT-complete the table below. What concrete evidence/data was used to arrive at the numbers?

5-YEAR PROJECTED ANNUAL ENROLLMENT					
	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
Number of Students	10 (incoming)	15 (incoming) 25 total	20 (incoming) 35 Total	20 (incoming) 40 Total	20 (incoming) 40 Total

Data/evidence used to determine projected enrollment numbers:

Prior to the merger of School Counseling with the Counseling M.A. program in Disability & Psychoeducational Studies in 2014, the number of school counseling applicants averaged around 30 each spring, with the number of admitted students averaging around 20 each fall. When School Counseling became a subplan in the Counseling M.A., concurrent with the M.A. becoming CACREP accredited, the number of school counseling students dropped to cohorts averaging between 9-12 each term. A number of factors created constraints that kept school counseling enrollments low. Without the constraints imposed by CACREP, and by integrating the curriculum with existing Educational Psychology courses, we anticipate school counseling enrollments to grow back up to cohorts that average around 20 students admitted each term. As a two-year program of study, that means eventual enrollment of around 40 students at any given time.



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- IX. **ANTICIPATED DEGREES AWARDED-** complete the table below, beginning with the first year in which degrees will be awarded. How did you arrive at these numbers? Take into consideration departmental retention rates. Use [National Center for Education Statistics College Navigator](#) to find program completion information of peer institutions offering the same or a similar program.

PROJECTED DEGREES AWARDED ANNUALLY					
	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
Number of Degrees	0	10	15	20	20

Data/evidence used to determine number of anticipated degrees awarded annually:

The proposed program of study is 48 credit hours. The previous program of study that existed as a subplan in the Counseling MA program consisted of 60 credit hours. In the 60 credit hour subplan, which has been discontinued (effective Spr 2024), students focused on school counseling completed required coursework over two full academic years plus one summer. As this new program of study requires fewer credits, we expect that it is reasonable to keep a similar graduation timeline of 2 years.



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Appendix A. Minor Requirements. Complete if requesting a corresponding minor. Delete **EXAMPLE** column and verbiage as it applies to your level degree (i.e., undergraduate vs graduate) before submitting.

N/A



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Appendix B. Emphasis Print Information-if applicable, complete the table below to indicate if proposed emphases should be printed on transcript and diploma. Add rows as needed. Note: emphases are displayed on transcript and diplomas as “ _____ Emphasis”. Delete **EXAMPLE** row before submitting.

N/A

School Counseling, as a graduate degree program, has existed in the University of Arizona College of Education since fall 2000. This proposal reflects plans to de-couple the school counseling subplan from clinical mental health and rehabilitation counseling, transition from a 60-credit hour M.A. to a 48-credit hour M.Ed. and return school counseling to Educational Psychology department as a standalone degree. We believe this proposal has many potential benefits to the University, the College of Education, the respective departments, and – most importantly – the students and communities we serve. We believe that a 48-credit hour M.Ed. will have broad appeal for future applicants. The curriculum will focus on preparing professional educators, with the ability to become certified in all 50 states upon graduation. The program of study will be more affordable than the former 60-credit hour option, and students will be able to matriculate efficiently in two years.

- Relocating the degree allows the school counseling program to effectively increase the number of faculty supporting the program *without necessitating additional hires*. Most of the coursework for this proposal is comprised of existing courses currently offered in the college and taught by existing faculty as part of their regular teaching loads. This proposal is yoked to the voluntary transfer of the two-school counseling faculty (Drs. Falco and Mayes – effective fall 2024) to EDP, with the disestablishment of the school counseling subplan (effective spring 2024). The net projected fiscal effect is limited to increased FTE for the program coordinator who will support the new degree program in EDP.
- The proposal leverages existing resources by creating a plan of study that utilizes EDP faculty and courses to augment the curriculum and include more education-focused coursework while also providing opportunities for EDP students to take school counseling coursework as electives or minor concentration. The proposed program of study includes four existing school counseling courses, three existing EDP courses, an existing TLS course, and an existing EDL course (see letters of support from TLS and EPSP dept heads). The proposal also includes the creation of four new courses that will be taught by Drs. Falco and Mayes (see proposed program of study).
- Housing the school counseling program in EDP will increase master's enrollment for the department with no loss of SCHs across the college. There is also the potential to increase enrollments back to cohorts of 20 or more.
- Relinquishing CACREP accreditation for school counseling will have no negative impact on the program or standing with the Arizona Department of Education. CACREP standards and coursework are oriented around clinical mental health and prepare students to become licensed mental health counselors through the state licensing board. Whereas school counselors are credentialed by the ADE as certified education professionals. The proposed M.Ed. aligns with CAEP standards which, we believe, brings the program closer to the mission and values of a college of education that trains and prepares students to work in P-12 education settings. Drs. Falco and Mayes are already working with ADE for requisite approvals for institutional recommendation.



**New Academic Program
PEER COMPARISON**

Select three peers (if possible/applicable) for completing the comparison chart from [ABOR-approved institutions](#), [AAU members](#), and/or other relevant institutions recognized in the field. The comparison programs are not required to have the same degree type and/or title as the proposed UA program. Information for the proposed UA program must be consistent throughout the proposal documents. Minors and Certificates may opt to include only 2 peer comparisons.

Program name, degree, and institution	Proposed UA Program	Peer 1 Arizona State University	Peer 2 Northern Arizona University	Peer 3 Grand Canyon University
Current number of students enrolled	N/A	100	150	Not Provided
Program Description	<p><i>The school counseling M.Ed. will prepare graduates to become professional school counselors. Through leadership, advocacy, consultation, use of data, and action, our graduates will be competent at identifying and addressing barriers that impede equal access to educational and career opportunities for all students. Program faculty are committed to educating professional school counselors skilled in</i></p>	<p>The mission of the 60-credit hour Master of Counseling program is to prepare students to become license eligible as professional counselors in Arizona and other states with comparable licensure requirements. With its strong focus on multicultural counseling across the lifespan, students learn to promote the health of individuals, families, groups, and organizations in a diverse society. The program prepares students to work</p>	<p>This 60-hour CACREP-accredited program meets the coursework requirements for the Arizona Department of Education's K-12 Guidance Counselor Endorsement and is designed to prepare students to become effective leaders in the process of transforming school counseling under the ASCA's National Model for School Counseling Programs. The degree and certificate are also portable to most states (for a state-by-state certificate overview, please visit the American School</p>	<p>This degree program is designed to equip you with the career readiness to advocate for students' well-being and create a supportive learning environment, helping them navigate academic, social and emotional challenges. As a graduate student at GCU, you must have access to pre-approved pre-K-12 schools to complete program requirements. This program includes 100 practicum hours and</p>

	<p><i>the delivery of a comprehensive, developmental school counseling program and who are effective at providing equitable resources and support for all students in PreK-12 settings. Graduates of the school counseling M.Ed. in Educational Psychology will be dedicated to the high academic achievement, post-secondary success, and social/emotional wellbeing of all students. The school counseling program is committed to the integration of teaching, research on school counseling, and active involvement with the schools and community agencies of southern Arizona. The M.Ed. in School Counseling requires a minimum of 48 credits of graduate level coursework. Successful completion of the program</i></p>	<p>with clients in a variety of mental health settings. The program also prepares students who wish to pursue doctoral-level studies</p>	<p>Counselor Association state certification requirements.) As a student in the MEd in Counseling - School Counseling program, you will take courses, engage in fieldwork, and participate in practicum and internship experience that will prepare you to be a certified school counselor. Upon obtaining your degree, you will be prepared to provide counseling services in the following areas:</p> <ul style="list-style-type: none"> ▪ human growth and development ▪ social and cultural foundations ▪ career and lifestyle development <ul style="list-style-type: none"> ▪ research and program evaluation ▪ professional orientation 	<p>600 internship hours for a total of 700 hours of experiential education.</p> <p>This online master's in school counseling program was developed to instill a firm academic foundation of school counseling competencies, with an eye toward modern challenges in school environments. With a solid framework of school counseling competencies, you may consider pursuing various careers in education, such as that of a school counselor, career counselor or educational advisor.</p>
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	qualifies students for Arizona State Guidance Counselor Prekindergarten-12 certification.			
Target Careers	Professional School Counselors	Counselors	School Counselors	School Counselors
Emphases? (Yes/No) List, if applicable	N	Yes, Practitioner or Research Track	N	N
Minimum # of units required	48	60	60	60
Level of Math required (if applicable)	N/A	N/A	N/A	N/A
Level of Second Language required (if applicable)	N/A	N/A	N/A	N/A
Pre-Major? (Yes/No) If yes, provide requirements.	No	No	No	No
Special requirements to declare/gain admission? (i.e. pre-requisites, GPA, application, etc.)	Completion of Bachelors Degree w/ GPA of 3.0 or above, application, letter of recommendations, personal statement	Completion of Bachelors Degree w/ GPA of 3.0 or above, application, letter of recommendations, personal statement	Completion of Bachelors Degree w/ GPA of 3.0 or above (if not, must submit GRE), application, letter of recommendations, personal statement, interview	Completion of Bachelors degree w/ GPA of 2.8 or above (if not must submit GRE), application, letter of intent
Internship, practicum, or applied/experiential requirements? If yes, describe.	Yes, students are required to complete 9 credits of field experience via practicum and internship.	Yes, students are required to complete 9 credits of field experience via practicum and internship.	Yes, students are required to complete 9 credits of field experience via practicum and internship.	Yes, students are required to complete 12 credits of field experience via practicum and internship.

Additional questions:

1. How does the proposed program align with peer programs? Briefly summarize the similarities between the proposed program and peers, which could include curriculum, overall themes, faculty expertise, intended audience, etc.

The proposed program aligns with peer programs around general counseling core areas including counseling theories and techniques (skills), professional orientation and ethics, counseling culturally diverse populations, group counseling, career development, and counseling, and required field experiences (a minimum of 700 hours). Faculty also have expertise in counseling, specifically in school counseling along with school counseling experience.

2. How does the proposed program stand out or differ from peer programs? Briefly summarize the differences between the proposed program and peers, which could include curriculum, overall themes, faculty expertise, intended audience, etc.

The proposed program is unique in several ways. First, in comparison to other programs, students in the proposed program will have coursework that is grounded in education/K-12 schools. As future professional school counselors, this foundation is critical as it will be the context in which they will use their training. Additionally, the proposed program integrates a field experience in school-based mental health which no other program requires.

3. How do these differences make this program more applicable to the target student population and/or a better fit for the University of Arizona?

The Arizona Department of Education is the credentialing body for school counselors in the state. They do not require certified professionals in school counseling to meet the curriculum and training requirements for clinical counseling that our peer institutions provide. As certified professionals in schools, credentialed by the ADE, we believe that a master's program with curricular emphasis on P-12 education and school-based mental health aligns more closely with education, generally, and school counselor education in particular. We also believe that a 48 credit hour M.Ed. will be much more appealing to students seeking graduate training in school counseling. A 48 credit hour master's with a 2 year plan of study allows students to matriculate quickly and enter the workforce where demand continues to outpace the number of graduates in the state annually.



BUDGET PROJECTION FORM

Name of Proposed Program or Unit: School Counseling M.Ed.

Budget Contact Person: Mary Puig	Projected		
	1st Year 2025- 2026	2nd Year 2026 - 2027	3rd Year 2027- 2028
METRICS			
Net increase in annual college enrollment UG	-	-	-
Net increase in college SCH UG	-	-	-
Net increase in annual college enrollment Grad	10	15	20
Net increase in college SCH Grad	900	1,350	1,800
Number of enrollments being charged a Program Fee	-	-	-
New Sponsored Activity (MTDC)	-	-	-
Number of Faculty FTE	2.5	2.5	2.5
FUNDING SOURCES			
<u>Continuing Sources</u>			
UG Revenue	-	-	-
Grad Revenue	-	-	-
Program Fee Revenue (net of revenue sharing)	-	-	-
F and A Revenues	-	-	-
Reallocation from existing College funds (attach description)	-	-	-
Other Items (attach description)			
Total Continuing	\$ -	\$ -	\$ -
<u>One-time Sources</u>			
College fund balances			
Institutional Strategic Investment			
Gift Funding			
Other Items (attach description)			
Total One-time	\$ -	\$ -	\$ -
TOTAL SOURCES	\$ -	\$ -	\$ -
EXPENDITURE ITEMS			
<u>Continuing Expenditures</u>			
Faculty	-	-	-
Lia Falco (1.0 FTE)	133,027	135,687	138,401
Renaee Mayes (1.0 FTE)	160,654	163,867	167,144
Meg Cota (.10 FTE)	11,298	11,524	11,754
Adriana Cimetta (.10 FTE)	11,505	11,735	11,970
Jonathan Tullis (.10 FTE)	13,090	13,352	13,619
Heidi Burross (.10 FTE)	11,341	11,568	11,799
TLS person (.10 FTE)			
Other Personnel (advisors, program directors, etc.)			
Lupita Estrella (Graduate Coordinator .50 FTE)	28,829	29,405	29,993
Laura Girod (Clinical Coordinator 1.0 FTE)	91,806	93,642	95,515
Employee Related Expense			
Graduate Assistantships			
Other Graduate Aid			
Operations (materials, supplies, phones, etc.)			
Additional Space Cost			
Other Items (attach description)			
Total Continuing	\$ 461,549	\$ 470,780	\$ 480,196
<u>One-time Expenditures</u>			
Construction or Renovation			
Start-up Equipment			
Replace Equipment			
Library Resources			
Other Items (attach description)			
Total One-time	\$ -	\$ -	\$ -
TOTAL EXPENDITURES	\$ 461,549	\$ 470,780	\$ 480,196
Net Projected Fiscal Effect	\$ (461,549)	\$ (470,780)	\$ (480,196)

August 14, 2024

I am writing this letter of support for the new program of study – M.Ed. in School Counseling as proposed by the faculty in the Department of Educational Psychology in the College of Education. Included in the program of study is **EDL 562 – Arizona Educational Law**. As the Department Head of Educational Policy Studies & Practice which houses the EDL course, I want to indicate my support for the inclusion of the course in the proposed program of study. Our department, including myself and course faculty will work with educational psychology to ensure that future M.Ed. school counseling students will be able to take the EDL 562 as a part of their program of study.

Regards,

Leslie D. Gonzales

Leslie D. Gonzales
Professor & Department Head
Educational Policy Studies & Practice





THE UNIVERSITY OF ARIZONA
College of Education

TEACHING, LEARNING, &
SOCIOCULTURAL STUDIES

College of Education
1430 E. Second St.
PO Box 210069
Tucson, AZ 85721

August 14, 2024

I am writing this letter of support for the new program of study – M.Ed. in School Counseling as proposed by the faculty in the Department of Educational Psychology in the College of Education. Included in the program of study is **TLS 537– Equity in Schools & Society**. As the Department Head of Teaching, Learning, & Sociocultural Studies which houses the TLS course, I want to indicate my support for the inclusion of the course in the proposed program of study. Our department, including myself and course faculty will work with educational psychology to ensure that future M.Ed. school counseling students will be able to take the TLS 537 as a part of their program of study.

Regards,

Marcy B. Wood
Professor & Department Head
Teaching, Learning, & Sociocultural Studies

