TABLE OF CONTENTS

I. UNIT TITLE ....................................................... 1

II. DATA AND INFORMATION FOR DEPARTMENT .................. 1

  Credit Hours Produced ....................................... 1
  Number of Graduates ......................................... 1
  Enrollment by Major .......................................... 1

III. PERSONNEL .................................................... 2

  Recruitment of Minority Faculty .............................. 2
  Noteworthy Activities and Accomplishments ................. 2
  Recommended Change of Status ............................... 3
  Projections for Faculty/Staff ................................ 3

IV. DEGREE PROGRAM ADDITION/DELETIONS ....................... 4

V. DIVISION GOALS AND PROGRAM GOALS ......................... 5

  Unit Goals .................................................. 5

VI. STUDENT OUTCOMES ........................................... 10

  Special Education ........................................... 10
  Counseling .................................................. 21
  Other Assessment Procedures ................................ 40

VII. DIVISION AND PROGRAM GOALS FOR 2000-2001 ................ 41

  Five-Year Plan .............................................. 51

VIII. UNIT BUDGET PLAN .......................................... 52

    Justification for Request of Increases ................... 53

APPENDICES
DELTA STATE UNIVERSITY: ANNUAL REPORT
For the Calendar Year 1999
and Budget Request 2000

I. Unit Title: Division of Behavioral Sciences
   School: Education
   Unit Administrator: Virginia Hollimon

II. Data and Information for Department

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>(Fall semester)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Undergraduate Sp.Ed.</td>
<td>627</td>
<td>702</td>
<td>669</td>
<td>636</td>
<td>777</td>
</tr>
<tr>
<td>Undergraduate Ed.Psy.</td>
<td>375</td>
<td>390</td>
<td>390</td>
<td>288</td>
<td>0</td>
</tr>
<tr>
<td>Graduate Sp.Ed.</td>
<td>51</td>
<td>72</td>
<td>60</td>
<td>81</td>
<td>51</td>
</tr>
<tr>
<td>Graduate Ed.Psy.</td>
<td>114</td>
<td>150</td>
<td>168</td>
<td>129</td>
<td>0</td>
</tr>
<tr>
<td>Graduate Counselor Ed.</td>
<td>441</td>
<td>543</td>
<td>541</td>
<td>417</td>
<td>417</td>
</tr>
<tr>
<td>Total for Division</td>
<td>1628</td>
<td>1857</td>
<td>1852</td>
<td>1599</td>
<td>1245</td>
</tr>
</tbody>
</table>

Refer to Appendix A for Course Enrollments.

Number of Graduates

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>B.S.Ed., Sp.Ed.</td>
<td>11</td>
<td>10</td>
<td>12</td>
<td>12</td>
<td>5</td>
</tr>
<tr>
<td>M.Ed., Sp.Ed.</td>
<td>3</td>
<td>6</td>
<td>4</td>
<td>12</td>
<td>6</td>
</tr>
<tr>
<td>M.Ed., C.E.</td>
<td>15</td>
<td>16</td>
<td>19</td>
<td>26</td>
<td>19</td>
</tr>
</tbody>
</table>

Enrollment by Major

<table>
<thead>
<tr>
<th></th>
<th>Spring '99</th>
<th>Summer '99</th>
<th>Fall '99</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>UG</td>
<td>GR</td>
<td>UG</td>
</tr>
<tr>
<td>Special Education</td>
<td>39</td>
<td>25</td>
<td>28</td>
</tr>
<tr>
<td>Counseling</td>
<td>0</td>
<td>54</td>
<td>0</td>
</tr>
</tbody>
</table>

- Educational Psychology foundation courses (EPY 341 and EPY 601) were moved from this division to the Division of Curriculum and Instruction beginning Fall 1999. Therefore, credit hour production will show a decline.

- Undergraduate credit hour production remains stable in special education; our goal is to continue to increase enrollment in special education. We have added special education as
an elementary area of concentration which will increase credit hour production in CSP undergraduate courses. There is a tremendous job market demand for special educators; however, working conditions are so poor in the Delta for special education teachers that students are discouraged from majoring in the field.

- We are struggling to build the graduate program in special education. We are competing with Mississippi Valley's free tuition and their Master of Arts in Teaching.

- The number of students in the graduate program in counseling remains stable.

- Because there is such a shortage of special education teachers, school districts hire large numbers of out-of-field teachers on emergency certificates. These students must return to school to take certain required courses to continue teaching on emergency certificate. We consider this a service to local school districts.

III. Personnel

The Division currently operates with six full-time faculty members, a vacant position in special education, one chair/faculty, a full-time lab supervisor, several adjunct faculty, and a secretary. No new faculty positions are requested. We are currently involved in faculty searches for a counseling position (Fall 2000) and two special education positions. Recruitment for special education positions is a major problem. There is an inadequate number of graduates in mild/moderate disabilities who apply for positions at Delta State. A faculty position in Educational Psychology (Dr. Camille Branton) was moved to the Division of Curriculum and Instruction effective Fall 1999.

Recruitment of Minority Faculty

In order to facilitate recruitment of minority faculty, the university should consider a formalized plan of incentives.

Refer to Appendix B for Report of Faculty.

Noteworthy activities and accomplishments

- The Community and School Counseling Programs are accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) through 2004, one of 20% of the counselor education programs nationwide which voluntarily subjects itself to review by peers based on standards which reflect quality professional counselor preparation.

- Two special education faculty members serve as IDEA hearing officers for the state.

- Special education has been added as an area of concentration for elementary majors.
- The Division sponsors the Annual Spring Conference for the Helping Professions each year.

- Counseling faculty and students provide crisis intervention services in Delta Schools following crisis events.

- The special education program is involved in a self study for Council for Exceptional Children (CEC) accreditation.

- Faculty are active in service (152 consultations and/or workshops).

- Faculty submitted 18 publications to professional journals during the year.

Refer to Appendix C for Summary of Faculty Activities.

**Recommended Change of Status**

Dr. Vicki Hartley is recommended for tenure.

**Projections for Faculty/Staff**

1. Summer School 2000
   
   Dr. Matt Buckley  
   Dr. Fred Woodall  
   Dr. Vicki Hartley  
   Dr. Virginia Hollimon  

   Adjunct Faculty  
   Counseling  
   Special Education

   15 courses
   4 courses  
   3 courses  
   4 courses  
   1 course  
   1 course  
   2 courses

2. Projection for Adjunct Faculty - Fall 2000

   Special Education  
   (The numbers depend on whether we are able to hire special education faculty members.)

   4-8 courses

3. Projection for Adjunct Faculty - Spring 2001

   Special Education  
   (based on Spring 2000)

   6 courses
4. Projection for Graduate Assistants - Fall 2000

Request 5 Graduate Assistants

<table>
<thead>
<tr>
<th>Graduate Assistants Position(s)</th>
<th>Assignment</th>
<th>Function(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Super GA</td>
<td>(1) Counseling Lab</td>
<td>Schedules Counseling interns and clients in lab</td>
</tr>
<tr>
<td>GA</td>
<td>(2) Special Ed Faculty</td>
<td>Supports 4 faculty members in research and service activities</td>
</tr>
<tr>
<td>GA</td>
<td>(2) Counseling Faculty</td>
<td>Supports 4 faculty members in research and service activities</td>
</tr>
</tbody>
</table>

IV. Degree Program Addition/Deletions

Enrollment in Master's Degree Program in Teaching the Gifted/Talented was suspended because of low enrollment and limited resources. This program emphasis may be reactivated in the future.
V. Division and Program Goals - 1999

Unit Goal 1:

Provide computers and software for each faculty member for the purpose of facilitating advisement, instruction, and research and access to printer for all faculty.

Institutional Goal:

1. Review and update undergraduate and graduate programs to adequately address basic skills, knowledge, and competencies necessary for students to be properly prepared in their chosen fields, to complete licensure requirements, enter the work force, and/or continue advanced study in graduate or professional school.

2. Attract and retain qualified and diverse students, faculty, and staff.

6. Optimize the effective use of technology in support of the educational process.

10. Increase student retention and graduation rates by providing a support program which includes, but is not limited to, the following attributes: a comprehensive support program of advising and other services to enhance student development; increase financial support to students through scholarships, assistantships, grants, and loans; a developmental studies program for underprepared students; and opportunities to meet or communicate with prospective employers or admission personnel from graduate or professional schools.

Expected Results:

Four faculty members will receive computer terminals and appropriate software. One laser color printer will be purchased for the department.

Assessment Procedures:

Review budget allocation

Actual Results:

As a result of a grant obtained by the School of Education, several upgraded computers were purchased for faculty, and one laser printer was purchased for the division.

Use of Results:

(1) Recommend purchase of one laser printer.
Unit Goal 2:

Continue faculty and division service activities or research activities.

Institutional Goal:

7. Strengthen the cooperative relationships with business, industry, community groups, government, and other educational institutions.

Expected Results:

Faculty will continue to provide service to institutions in the Delta and/or to research and publish.

Assessment Procedures:

Assess the productivity of faculty in service and research activities.

Actual Results:

Division faculty have provided service through staff development activities, crisis intervention, and consultation throughout the Delta area. Special education faculty have provided consultation and workshops for local school districts. Two faculty members serve as state hearing officers for special education cases. In addition, counseling faculty provide counseling services and/or consultation to school districts, parents, and with individual children. A tally reveals that 152 service activities were provided by faculty.

Faculty have a total of 18 articles submitted and/or approved for publication in professional journals and faculty have given 13 presentations at professional conferences.

The Delta Center for Play Therapy and Family Resources is providing interventions for numerous children and families from the area, as well as providing opportunity for counseling students to practice their skills with real clients under the supervision of faculty members.

Use of Results:

Faculty will continue service and research activities.
Unit Goal 3:

Raise division faculty salaries to a level commensurate with faculty in C & I.

Institutional Goal:

2. Attract and retain qualified and diverse students, faculty, and staff.

Expected Results:

We will attract and retain highly qualified faculty. There are dozens of doctoral graduates in elementary and administration for each graduate in special education and counselor education. Special education is one of the greatest demand areas in education both in the southeast region and nationally. Special education faculty have the same level of training and experience as those in elementary and administration; in K-12, as well as in post secondary settings, the job description is equivalent. There seems to be no justification for paying special education faculty on a different scale than elementary and administration faculty.

The counselor education program is one of the largest graduate programs at Delta State. The faculty works diligently to meet the standards for national accreditation in counseling, one of only 20% of programs nationwide to meet these high standards. The counselor education program is a 60 hour program, equivalent to a specialist degree in other areas of education.

Assessment Procedures:

Analysis of pay scale for division faculty.

Actual Results:

Faculty have received raises through the legislature.

Use of Results:

Are salaries for this division equitable in comparison to other divisions in the School of Education?
Unit Goal 4 (new goal):

Seek and/or maintain accreditation of all programs within the division (Counseling, Special Education).

Institutional Goal:

1. Review and update undergraduate and graduate programs to adequately address basic skills, knowledge, and competencies necessary for students to be properly prepared in their chosen fields, to complete licensure requirements, enter the work force, and/or continue advanced study in graduate or professional school.

Expected Results:

The counseling program will maintain accreditation through the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

The Special Education Program will apply for accreditation through the Council for Exceptional Children.

Both programs will maintain accreditation through NCATE and SACS.

Assessment Procedures:

Review of accreditation status of all programs.

Actual Results:

The Counseling Program is CACREP accredited through 2004.

Both programs are accredited through NCATE and SACS.

The Special Education Program will submit self-study to CEC in the fall of 2000.

Use of Results:

Ensure that programs meet standards for accreditation.
Unit Goal 5 (new goal):

Develop division and program web sites.

Institutional Goal:

Improve the use of instructional technologies. Develop the university’s web sites.

Expected Results:

The division and programs (counseling and special education) will have a web site.

Assessment Procedures:

Web site is online.

Actual Results:

To be determined.

Use of Results:

To be determined.
VI. Student Outcomes

Degree: B.S.E.

Major: Special Education

Program Outcome 1:

Eighty percent of special education majors will meet or exceed Mississippi’s criterion score for the National Teacher Exam Specialty Area Test in Special Education.

Institutional Goal:

1. Review and update undergraduate and graduate programs to adequately address basic skills, knowledge, and competencies necessary for students to be properly prepared in their chosen fields, to complete licensure requirements, enter the work force, and/or continue advanced study in graduate or professional school.

Expected Results:

The majority of special education majors will meet required score on the specialty area test of the NTE.

Assessment Procedures:

Analyze test results of all first time takers of the Special Education Specialty Area Test.

Actual Results:

For the semesters Spring through Fall 1999, seven students took the specialty area exam. Seventy-one percent passed (5/7).

Use of Results:

1) Analyze the revised Principles of Teaching and Specialty Area Exams and incorporate content in course work.

2) Devise a chart to record student scores, analyze results by category (Understanding Exceptionality, Legal Aspects, Assessment/Evaluation and Service Delivery and Instruction), and assess course content.

3) Advise students to take the exam after taking specified courses.

4) Review test scores to identify students reported in our test results who are not in our program.
(5) Develop similar questions for courses.

(6) Ask students for copies of test reports and interview students.
(Faculty meeting 10/12/99)
Major: Special Education

Program Outcome 2:

Ninety percent of special education majors will demonstrate competency on the Mississippi Teacher Appraisal Instrument (MTAI) during student teaching.

Institutional Goal:

1. Review and update undergraduate and graduate programs to adequately address basic skills, knowledge, and competencies necessary for students to be properly prepared in their chosen fields, to complete licensure requirements, enter the workforce, and/or continue advanced study in graduate or professional school.

Expected Results:

Student teachers will demonstrate competency on MTAI.

Assessment Procedures:

Analysis of the number of student teachers who successfully pass MTAI.

Actual Results:

One hundred percent of student teachers from spring through fall 1999 successfully passed the MTAI.

Use of Results:

- Continue with curriculum revisions to improve preparation of preservice teachers for MTAI requirements.
- Continue working towards field-based experiences in assessment and methods courses.
Major: Special Education

Degree: B.S.E. & M.Ed.

Program Outcome 3:

Ninety percent of special education graduates will be employed in special education or a related field or in graduate school within a year of graduation.

Institutional Goal:

1. Review and update undergraduate and graduate programs to adequately address basic skills, knowledge, and competencies necessary for students to be properly prepared in their chosen fields, to complete licensure requirements, enter the workforce, and/or continue advanced study in graduate or professional school.

Expected Results:

Graduates will be employed in special education or a related field.

Assessment Procedures:

Surveys were mailed to all 1998-99 graduates and results analyzed.

Actual Results:

Of the graduates who responded, all were either employed or in graduate school within months of graduation.

Use of Results:

Continue to prepare students for employment.
Major: Special Education

Program Outcome 4:

Supervisors/coordinating teachers/graduates will express satisfaction with the level of training the graduate received.

Institutional Goal:

1. Review and update undergraduate and graduate programs to adequately address basic skills, knowledge, and competencies necessary for students to be properly prepared in their chosen fields, to complete licensure requirements, enter the workforce, and/or continue advanced study in graduate or professional school.

Expected Results:

The majority of coordinating teachers, employers, and graduates will indicate satisfaction with program preparation.

Assessment Procedures:

During spring and fall semester 1999, surveys were sent to student teacher coordinating teachers, graduates, and their employers. Two coordinating teachers, 2 employers, and 4 graduates returned the surveys.

Actual Results:

Results of survey analysis reveals coordinating teacher satisfaction with all of the 40 indicators on the survey. Employers expressed satisfaction on all indicators. Graduates expressed satisfaction on all indicators except that of assessment, diagnosis, and evaluation and teaching self-management techniques.

Comments from respondents indicate the strengths of the program as personal contact with supervising teachers, helpfulness of professors, preparation for the real world, knowledge of the subject, dealing with behavior problems, and the excellent rapport between students and faculty. The most frequent suggestions for program improvement were that students need more supervised field-based experiences prior to student teaching, more preparation for the MTAI, more instruction in assessment and referral-to-placement procedures and paperwork, emphasis on IEP development throughout the program, a variety of instructors in graduate program, and classes should do a better job of preparing for comprehensive exams (MEd).

Use of Results:

Refer to next goal for Use of Results.
Major: Special Education

Program Outcome 5:

Student teachers will express satisfaction with the level of instruction received in the special education program.

Institutional Goal:

1. Review and update undergraduate and graduate programs to adequately address basic skills, knowledge, and competencies necessary for students to be properly prepared in their chosen fields, to complete licensure requirements, enter the work force, and/or continue advanced study in graduate or professional school.

Expected Results:

The majority of student teachers will indicate satisfaction with the program.

Assessment Procedures:

During fall semester 1999, surveys were sent to 3 student teachers. Two were returned.

Actual Results:

Analysis of survey results reveals that the majority of respondents rated the program satisfactory on all of the forty indicators.

Comments from respondents regarding the strengths of the program included: very informative, thorough preparation on laws and writing lesson plans, willingness of faculty to guide students. Suggestions for improvement included the need to have more field-based courses, need experience with secondary students, more practice for MTAI, and to provide a variety of classes to teach students strategies for teaching on different levels.

Use of results:

Faculty recommendations for BSE program based on results of evaluations:
(1) the assessment course is now a two-semester course: one semester to emphasize formal and informal testing, referral-to-placement process, explaining test results to parents and other professionals, and writing IEPs; and the second semester to emphasize curriculum-based assessment and using test data in planning for instruction;
(2) continue work to incorporate CEC competencies in program and to more efficiently coordinate upper level course competencies;

(3) purchase of adequate instructional resources such as teaching materials, school textbooks, trade books, basal readers, instructional resource guides, and other materials which are used in the public schools are needed for preparation of preservice teachers. A university allocation of resources for instructional supplies is needed;

(4) continue to develop field based practicum experiences in several courses;

(5) ensure that assessment, referral-to-placement, and IEP skills are being taught at the application level.

Faculty recommendations for M.Ed.:

(1) improve assessment course;

(2) teach to application level referral-to-placement, IEP and other special education requirements;

(3) have more than one faculty member teach graduate courses;

(4) make courses content rich.
Major: Special Education

Program Outcome 6:

Eighty percent of graduate students will pass the comprehensive examination.

Institutional Goal:

1. Review and update undergraduate and graduate programs to adequately address basic skills, knowledge, and competencies necessary for students to be properly prepared in their chosen fields, to complete licensure requirements, enter the workforce, and/or continue advanced study in graduate or professional school.

Expected Results:

The majority of graduate students in special education will pass the comprehensive examination.

Assessment Procedures:

Analysis of results of comprehensive examinations.

Actual Results:

All students taking the comprehensive examination in special education passed the written and/or the oral exam.

Use of Results:

Include comprehensive type discussion problems in all graduate courses and provide instructional feedback to assist students in preparation for comprehensive exams.
Program Outcome 7:

Purchase instructional materials and resources to adequately prepare preservice teachers by giving them hands-on experiences with materials which are used in school districts.

Institutional Goal:

1. Review and update undergraduate and graduate programs to adequately address basic skills, knowledge, and competencies necessary for students to be properly prepared in their chosen fields, to complete licensure requirements, enter the work force, and/or continue advanced study in graduate or professional school.

Expected Results:

Materials/resources will be available for use in pedagogy courses.

Assessment Procedures:

Analysis of division budget.

Actual Results:

Special monies were allocated for purchase of test materials for use in assessment courses.

Use of Results:

Recommend to continue the goal for the purchase of instructional materials for methods courses.
Major: Special Education

Program Outcome 8:

Investigate and implement portfolio assessment process for undergraduate and graduate programs in special education.

Institutional Goal:

1. Review and update undergraduate and graduate programs to adequately address basic skills, knowledge, and competencies necessary for students to be properly prepared in their chosen fields, to complete licensure requirements, enter the work force, and/or continue advanced study in graduate or professional school.

Expected Results:

The portfolio process will continue to be refined and implemented.

Assessment Procedures:

Faculty assessment of the evolving process. Student completion of portfolios prior to graduation.

Actual Results:

Procedures have been developed for portfolio process. More work is needed to effectively implement comprehensive portfolio procedures.

Use of Results:

Continue development, implementation, and assessment of the process.
Major: Special Education

Student Outcome 9:

Develop procedures to more actively recruit students to special education degree programs.

Institutional Goals:

2. Attract and retain qualified and diverse students, faculty, and staff.

Expected Results:

Increased enrollment in the special education undergraduate and graduate programs.

Assessment Procedures:

Assess effectiveness of new recruitment strategies.

Actual Results:

Letters of follow-up are sent to students who indicate an interest. A brochure was developed which is now sent to prospective students. More formal recruitment procedures were implemented during the 1999 year, including planning sessions with the recruitment office. The recruitment office agreed to allow selected students to use their phones to make long distance calls to prospective students. However, when students attempted to make the calls the recruitment office refused telephone access.

Use of Results:

Continue to improve recruitment. Monies need to be allotted to programs to improve recruitment efforts.
Major: Counseling

Program Outcome 1:

Counseling majors will evaluate the counseling program at the end of their internship.

Institutional Goal:

1. Review and update undergraduate and graduate programs to adequately address basic skills, knowledge, and competencies necessary for students to be properly prepared in their chosen fields, to complete licensure requirements, enter the work force, and/or continue advanced study in graduate or professional school.

Expected Results:

The immediate feedback of graduating students will give the program valuable information for program evaluation and planning.

Assessment Procedures:

At the end of each semester of internship, intern students will complete a Counselor Education Program Evaluation. Results will be analyzed and considered by the faculty committee for program improvement purposes.

Actual Results:

Instrument developed in Fall, 1997 was administered to Community Counseling interns May, 1998 and December, 1998. Instrument was distributed to Community Counseling interns during Spring and Fall 1999. No instruments were returned.

Use of Results:

Faculty will have interns systematically evaluate counseling programs using evaluation instrument.
Major: Counseling

Degree: M.Ed.

Program Outcome 2:

The program will have an ongoing and updated systematic method of data collection, analysis, and dissemination for program evaluation.

Institutional Goal:

1. Review and update undergraduate and graduate programs to adequately address basic skills, knowledge, and competencies necessary for students to be properly prepared in their chosen fields, to complete licensure requirements, enter the work force, and/or continue advanced study in graduate or professional school.

Expected Results:

Increased effectiveness of program evaluation.

Assessment Procedures:

Counselor Education Program Evaluation which is completed by all Internship students.

Additional assessment procedures were implemented 1998: internship/practicum site evaluation, assessment of competencies, practicum resume, program evaluation, and retention.

Actual Results:

Instruments were collected and evaluated by the internship instructors. Sites were deemed satisfactory. Student competencies as rated by the Site Supervisors were met. Practicum Resumes were evaluated as satisfactory and placed in the student's folders.

Data bases were not established as intended.

Use of Results:

This remains a viable goal for the program and a systematic and formal process for data collection, analysis, and dissemination will continue to be developed.

Faculty will be trained by ITS on appropriate development and use of data bases in Microsoft.
Major: Counseling

Program Outcome 3:

Increase student access to appropriate technology through in-class demonstrations and through course assignments.

Institutional Goal:

6. Optimize the effective use of technology in support of the education process.

Expected Results:

Students will increase competence in use of technology in presentations, in Internet research, and in practical applications in counseling.

Assessment Procedures:

Examination of course syllabi, and documented use of technology by students.

Actual Results:

1). Continued requiring Internet and e-mail accounts for students in Introduction to Counseling, Practicum I and General Internship
2). Students are required to download the ACA Code of Ethics for use in CED 618.
3). Students are required to access the ACA web page and print the definition of professional counselors, the ACA divisions, and information on accessing further information for lay persons on the profession of counseling in CED 600.
4). Students are instructed on setting up the format for an APA paper in CED 600 in the Computer Lab.
5). Students are required to do a Power point presentation in CED 611, CED 612, and CED 608.
6). Students in CED 619 are searching WEB addresses for School Counselors.
7). Students are using computer templates to write their reports in CED 602 - Assessment.
8). Students in CED 618 are working in Blackboard.com, a chat room for their class.

Use of Results:

Continue to increase use of computers in classes and to continue student awareness and use of computers in Counseling.
Major: Counseling

Degree: M.Ed.

Program Outcome 4:

Students will complete a professional resume prior to graduation which will be evaluated by the Community Counseling Internship and School Counseling Internship instructors.

Institutional Goal:

1. Review and update undergraduate and graduate programs to adequately address basic skills, knowledge, and competencies necessary for students to be properly prepared in their chosen fields, to complete licensure requirements, enter the work force, and/or continue advanced study in graduate or professional school.

Expected Results:

Students will begin development of professional resumes in CED 610 General internship and complete a professional resume in the Community Counseling and School Counseling internships.

Assessment Procedures:

Documentation through Internship instructors for appropriateness of the resume.

Actual Results:

Students are beginning the resume in the General internship class and completing them during the Community/School Internship.

Use of Results:

Professional resume writing will remain a viable activity for the students.
Major: Counseling

Program Outcome 5:

Develop a procedure for site approval for General Internship and Internship.

Institutional Goal:

1. Review and update undergraduate and graduate programs to adequately address basic skills, knowledge, and competencies necessary for students to be properly prepared in their chosen fields, to complete licensure requirements, enter the work force, and/or continue advanced study in graduate or professional school.

Expected Results:

Students will enter General Internship and Internship courses with all necessary paperwork completed.

Assessment Procedures:

Curriculum committee will assess the effectiveness of the process based on the number of students with completed site approvals.

Actual Results:

Students were able to complete site approvals for General Internship and Internships by the required deadline dates.

A Q&A program, accessible to students, was implemented to track the approved sites. The students have not used it as much as intended.

Use of Results:

The procedures for site approval for General Internship and Internship will continue to be evaluated for the coming year.

Modifications in the data base program and increasing student use will be a priority for the coming year.

The original intent of ensuring an appropriate process for site selection has been met. The outcome should be modified to read: Maintain a strong site approval process and increase use of the computer by students in site section.
Major: Counseling

Program Outcome 6:

Review and recommend program admission standards.

1). Student must enroll in the following courses for the first nine hours of the program: CED 600, CED 601, & CED 618. A minimum grade of B is required in each course.

2). Student must successfully complete CED 604. Faculty will evaluate students academic and interpersonal skills performance at the final evaluation of CED 604 and then recommend student for Full Admission.

Institutional Goal:

2. Attract and retain qualified and diverse students, faculty, and staff.

Expected Results:

Students will obtain full admission at the completion of CED 604 Practicum.

Assessment Procedures:

Student advisor reports of students who complete the requirements listed above versus those who do not.

Actual Results:

With a few exceptions students are meeting the requirements outlined in this student outcome. Full compliance has not been attained at this time.

Use of Results:

Faculty will examine the exceptions to this outcome and make specific recommendations for the advisement process to enable this outcome to be completely met.

Faculty recommend that this goal remain a top priority.
Major: Counseling

Program Outcome 7:

The counseling program will improve efforts in recruitment, including minority recruitment.

Institutional Goal:

2. Attract and retain qualified and diverse students, faculty, and staff.

Expected Results:

The Counseling Program will maintain the distinction of being one of the largest Master's degree programs on campus.

Assessment Results:

Analysis of number of students enrolled and credit hours produced in 1999 as compared to previous years.

Actual Results:

Credit hours produced in 1999 (417) is the same as in 1998 and lower than 1996 (543) and 1997 (541).

A recruitment brochure for each program was produced and is made available to all interested students.

Information Forums were developed and scheduled for twice each month. These forums allowed students to learn more about the Community and School Counseling Programs.

Recruitment of students at Career Day at Delta State University and at Mississippi Valley.

Recruitment of psychology and social work majors at Delta State University.

A faculty member attended GST 101 classes and made presentations about careers in the counseling profession.

Use of Results:

Continue to make recruitment a high priority for the program.
Major: Counseling

Degree: M.Ed.

Program Outcome 8:

Provide professional development opportunities for internship site supervisors.

Institutional Goal:

1. Review and update undergraduate and graduate programs to adequately address basic skills, knowledge, and competencies necessary for students to be properly prepared in their chosen fields, to complete licensure requirements, enter the work force, and/or continue advanced study in graduate or professional school.

7. Strengthen the cooperative relationships with business, industry, community groups, government, and other educational institutions.

Expected Results:

Intern site supervisors will be better trained to provide quality supervision for counseling interns.

The following initiatives were continued for site supervisors
a. A $50 stipend to site supervisors of counseling interns ($1500/year).
b. Host an annual dinner meeting for site supervisors ($300).
c. Provide workshops which award CEU credits at no cost to supervisors.

Assessment Procedures:

Analysis of participation by site supervisors at the annual dinner meeting and attendance at workshops.

Actual Results:

University continues to award a $50.00 stipend to site supervisors.

Hosted a dinner meeting for site supervisors at the 1999 Annual Spring Conference with increased attendance over the previous year.

Provided CEU credits at no cost to supervisors at the 1999 Annual Spring Conference.
Use of Results:

Continue the Supervisor recognition luncheon and include DCA members to broaden the supervisor training to potential as well as actual site supervisors.

Faculty will make more frequent contact with site supervisors during a student's internship.
Major: Counseling

Degree: M.Ed.

Program Outcome 9:

The program will obtain state of the art recording and playback equipment and headphones for the counseling laboratory to appropriately record the counseling session(s) for critique and student learning.

Institutional Goal:

1. Review and update undergraduate and graduate programs to adequately address basic skills, knowledge, and competencies necessary for students to be properly prepared in their chosen fields, to complete licensure requirements, enter the work force, and/or continue advanced study in graduate or professional school.

6. Optimize the effective use of technology in support of the education process.

Expected Results:

The addition of the equipment will show improvement in time and performance of student counselors.

Assessment Procedures:

Procurement and use of necessary equipment.

Actual Results:

Purchased and implemented systems of recording and playback equipment which included monitors, cameras, and VCRs.

Use of Results:

Enhancement of the counseling laboratory with the addition of the new electronics has produced a state of the art facility.

Faculty recommend this outcome be dropped as written, and investigation of appropriateness of maintenance and upgrades as systems become available.

This outcome will be rewritten as: Faculty will maintain vigilance in use of the equipment and investigate sources to continue the facility as state of the art.
Major: Counseling

Program Outcome 10:

The program will obtain video/audio playback equipment and monitors for supervision in the offices of the faculty supervisors.

Institutional Goal:

1. Review and update undergraduate and graduate programs to adequately address basic skills, knowledge, and competencies necessary for students to be properly prepared in their chosen fields, to complete licensure requirements, enter the work force, and/or continue advanced study in graduate or professional school.

6. Optimize the effective use of technology in support of the education process.

Expected Results:

The feedback provided counseling students will be evaluated by them as markedly improving their skills.

Assessment Procedures:

Procurement and use of necessary equipment.

Actual Results:

Purchased two video/audio playback systems.

Use of Results:

Use of the two video/audio playback systems indicates the need for 3 additional systems.
Major: Counseling

Degree: M.Ed.

Program Outcome 11:

The program will obtain video/audio materials for use in training student counselors.

Institutional Goal:

1. Review and update undergraduate and graduate programs to adequately address basic skills, knowledge, and competencies necessary for students to be properly prepared in their chosen fields, to complete licensure requirements, enter the work force, and/or continue advanced study in graduate or professional school.

Expected Results:

The video/audio materials will provide the students with direct contact with major models of counseling, thus expanding their awareness of the use of the models in counseling.

Assessment Procedures:

Procurement and use of necessary equipment.

Actual Results:

Purchased one set of videos for use in the Marriage and Family Counseling class.

Use of Results:

Purchases of other video materials are need to assure excellent training of student counselors. Awareness of the value of major models of counseling and the utilization of technology to train will increase the students knowledge in several areas in counseling.
Major: Counseling

Degree: M.Ed.

Program Outcome 12:

The program will obtain additional software for student use while in training.

Institutional Goal:

1. Review and update undergraduate and graduate programs to adequately address basic skills, knowledge, and competencies necessary for students to be properly prepared in their chosen fields, to complete licensure requirements, enter the work force, and/or continue advanced study in graduate or professional school.

6. Optimize the effective use of technology in support of the education process.

Expected Results:

By expanding the available software students will be able to gain knowledge of available software in use in the field of practice.

Assessment Procedures:

Procurement and use of necessary software.

Actual Results:

No new software was purchased.

Use of Results:

Faculty attempted to fully involve the Therapist Helper software program in the Computer Lab in the College of Education for training students in General Internship and Internships. The computer lab proved to be ineffective in student use. The program needs to be physically accessible within the facilities involved in the program. Putting the program (and others) in EW 309 will make it accessible and increase student usage.

Along with accessibility, faculty need more familiarity with software intended for use in the training program. Faculty will need additional training for use of the programs.

Faculty will work with Dr. Cronin and ITS on uplinks in EW 309 for Therapist Helper and other software.
Other software is needed for training in areas such as statistics, data management, and any assessment software available.
Major: Counseling

Degree: M.Ed.

Program Outcome 13 (new goal):

Develop The Delta Center for Play Therapy and Family Resources.

Institutional Goal:

1. Review and update undergraduate and graduate programs to adequately address basic skills, knowledge, and competencies necessary for students to be properly prepared in their chosen fields, to complete licensure requirements, enter the work force, and/or continue advanced study in graduate or professional school.

7. Strengthen the cooperative relationships with business, industry, community groups, government, and other educational institutions.

Expected Results:

The Delta Center for Play Therapy and Family Resources will provide counseling for children and their families throughout the Delta. It will provide an opportunity for school and community counseling students to work directly under supervision with children and their families before beginning their internships in outside settings. It will also provide an opportunity for specially trained students to complete their general internship in the University setting. The Delta Center will also provide an environment for research both locally and in collaboration with other play therapy centers and family resource centers. The Center will involve the counseling faculty in innovative and specialized areas of the counseling profession. The Center will also provide an opportunity for specialized training for professionals throughout the Delta.

Continual growth of The Delta Center for Play Therapy and Family Resources will be possible through:

1. Specialized training of the students for play therapy and working with families.

2. First Play Therapy Course was offered in Summer, 1999.

3. Workshops on Play Therapy offered.

4. Specialized training in Parenting Programs for faculty and students.

5. Nurturing Program Parenting: Classes for families in the community.

6. Services provided for children and adolescents in the community.
7). Research and publication opportunities available to faculty.

Assessment Procedures:

Continual record keeping will provide an analysis of the services provided by The Delta Center for Play Therapy and Family Resources.

Actual Results:

The following expected results were obtained:

1). Specialized training of the students for play therapy and working with families.

2). First Play Therapy Course was offered in Summer, 1999.

3). Workshops on Play Therapy offered.

6). Services provided for children and adolescents in the community.

7). Research and publication opportunities available to faculty.

The following expected results are still in the planning phase:

4). Specialized training in Parenting Programs for faculty and students.

5). Nurturing Program Parenting Classes for families in the community.

Use of Results:

The facility has been expanded and additional video equipment has been installed to complement the center, manipulatives for the children have been improved and Parent Education has improved. As a result, the faculty recommend that the outcome be revised to read: The Delta Center for Play Therapy and Family Resources will be maintained as a viable component of the overall counseling program.
Major: Counseling

Degree: M.Ed.

Program Outcome 14 (new goal):

Bring Assessment Laboratory materials up to date and maintain the facility with current materials as they become available.

Institutional Goal:

1. Review and update undergraduate and graduate programs to adequately address basic skills, knowledge, and competencies necessary for students to be properly prepared in their chosen fields, to complete licensure requirements, enter the work force, and/or continue advanced study in graduate or professional school.

Expected Results:

Few materials within the testing laboratory are up to date which results in students not having access to appropriate resources. Students in Counseling, Special Education, Speech Therapy and Psychology make use of the Assessment Lab.

Making materials available to students will improve their skills in selection and use of available assessment instruments as part of the comprehensive counseling process. Secondly, other majors will be afforded the opportunity to have first hand experience with the available materials.

Assessment Procedures:

Procurement of necessary assessment materials.

Actual Results:

Analyze allocation to Counseling Testing Laboratory.

Use of Results:

When the students are provided with appropriate materials they will report increased competence with the assessment portion of the comprehensive counseling approach.
Major: Counseling

Program Outcome 15 (new goal):

Investigate and implement portfolio assessment process for counseling programs.

Institutional Goal:

1. Review and update undergraduate and graduate programs to adequately address basic skills, knowledge, and competencies necessary for students to be properly prepared in their chosen fields, to complete licensure requirements, enter the work force, and/or continue advanced study in graduate or professional school.

Expected Results:

The portfolio process will be refined and implemented.

Assessment Procedures:

Faculty assessment of the evaluating process. Student completion of portfolios prior to graduation.

Actual Results:

School counseling interns complete the Mississippi Assessment Instrument for Counselors.

Use of Results:

Continue the portfolio process for school counseling interns. Consider developing portfolio process for community counseling interns.
Program Outcome 16 (new goal):

Develop systematic procedure for supervision of interns.

Institutional Goal:

1. Review and update undergraduate and graduate programs to adequately address basic skills, knowledge, and competencies necessary for students to be properly prepared in their chosen fields, to complete licensure requirements, enter the work force, and/or continue advanced study in graduate or professional school.

Expected Results:

Students will be more closely supervised by DSU faculty during field-based internships.

Assessment Procedures:

Systematic procedures and instruments will be developed.

Actual Results:

To be determined.

Use of Results:

To be determined.
OTHER ASSESSMENT PROCEDURES

In order to continue to improve degree programs in counseling and special education, additional assessment procedures are implemented routinely. These include:

1. Student Evaluation of Courses
   All courses are evaluated each year and the results shared with faculty for purposes of instructional improvement.

2. Faculty/Chair Evaluation Conferences
   Each faculty member completes a yearly self evaluation and sets professional development goals. The faculty member and chair then meet to review evaluation and goals.
VII. Division and Program Goals for 2000-2001

Unit Goal 1:

Provide computers and software for each faculty member for the purpose of facilitating advisement, instruction, and research and access to printer for all faculty.

Institutional Goal:

E. Improve the use of instructional technologies.

F. Develop the university's web sites.

L. Review academic programs for currency in curriculum, pedagogy, instructional technology use and mission-relatedness.

Unit Goal 2:

Continue faculty and division service activities or research activities.

Institutional Goal:

C. Provide support for faculty to seek research grants and contracts.

H. Refine and coordinate more effectively community and economic development activities.

Unit Goal 3:

Raise division faculty salaries to a level commensurate with faculty in C & I.

Institutional Goal:

Unit Goal 4 (new goal):

Seek and/or maintain accreditation of all programs within the division (Counseling, Special Education).
Institutional Goal:

L. Review academic programs for currency in curriculum, pedagogy, instructional technology use and mission-relatedness.

Unit Goal 5 (new goal):

Develop division and program web sites.

Institutional Goal:

F. Develop the university's web sites.
Major: Special Education

Program Outcome 1:

Eighty percent of special education majors will meet or exceed Mississippi’s criterion score for the national Teacher Exam Specialty Area Test in Special Education.

Institutional Goal:

L. Review academic programs for currency in curriculum, pedagogy, instructional technology use and mission-relatedness.

Program Outcome 2:

Ninety percent of special education majors will demonstrate competency on the Mississippi Teacher Appraisal Instrument (MTAI) during student teaching.

Institutional Goal:

L. Review academic programs for currency in curriculum, pedagogy, instructional technology use and mission-relatedness.

O. Strengthen experiential learning activities.

Program Outcome 3:

Ninety percent of special education graduates will be employed in special education or a related field or in graduate school within a year of graduation.

Institutional Goals:

L. Review academic programs for currency in curriculum, pedagogy, instructional technology use and mission-relatedness.

Program Outcome 4:

Supervisors/coordinating teachers/graduates will express satisfaction with the level of training the graduate received.
Institutional Goal:

L. Review academic programs for currency in curriculum, pedagogy, instructional technology use and mission-relatedness.

O. Strengthen experiential learning activities.

Program Outcome 5:

Student teachers will express satisfaction with the level of instruction received in the special education program.

Institutional Goal:

L. Review academic programs for currency in curriculum, pedagogy, instructional technology use and mission-relatedness.

O. Strengthen experiential learning activities.

Program Outcome 6:

Eighty percent of graduate students will pass the comprehensive examination.

Institutional Goal:

L. Review academic programs for currency in curriculum, pedagogy, instructional technology use and mission-relatedness.

O. Strengthen experiential learning activities.

Program Outcome 7:

Purchase instructional materials and resources to adequately prepare preservice teachers by giving them hands-on experiences with materials which are used in school districts.

Institutional Goal:

L. Review academic programs for currency in curriculum, pedagogy, instructional technology use and mission-relatedness.
Program Outcome 8:

Investigate and implement portfolio assessment process for undergraduate and graduate programs in special education.

Institutional Goal:

L. Review academic programs for currency in curriculum, pedagogy, instructional technology use and mission-relatedness.

O. Strengthen experiential learning activities.

Student Outcome 9:

Develop procedures to more actively recruit students to special education degree programs.

Institutional Goal:

A. Establish an enrollment management program.
Major: Counseling

Program Outcome 1:

Counseling majors will evaluate the counseling program at the end of their internship.

Institutional Goal:

L. Review academic programs for currency in curriculum, pedagogy, instructional technology use and mission-relatedness.

Program Outcome 2:

The program will have an ongoing and updated systematic method of data collection, analysis, and dissemination for program evaluation.

Institutional Goal:

L. Review academic programs for currency in curriculum, pedagogy, instructional technology use and mission-relatedness.

Program Outcome 3:

Increase student access to appropriate technology through in-class demonstrations and through course assignments.

Institutional Goal:

L. Review academic programs for currency in curriculum, pedagogy, instructional technology use and mission-relatedness.

E. Improve the use of instructional technologies.

Program Outcome 4:

Student will complete a professional resume prior to graduation which will be evaluated by the Community Counseling Internship and School Counseling Internship instructors.
Institutional Goal:

L. Review academic programs for currency in curriculum, pedagogy, instructional technology use and mission-relatedness.

Program Outcome 5:

Develop a procedure for site approval for General Internship and Internship.

Institutional Goal:

L. Review academic programs for currency in curriculum, pedagogy, instructional technology use and mission-relatedness.

O. Strengthen experiential learning activities.

Program Outcome 6:

Review and recommend program admission standards.

1. Student must enroll in the following courses for the first nine hours of the program: CED 600, CED 601, & CED 618. A minimum grade of B is required in each course.

2. Student must successfully complete CED 604. Faculty will evaluate students academic and interpersonal skills performance at the final evaluation of CED 604 and then recommend student for Full Admission.

Institutional Goal:

A. Establish an enrollment program.

Program Outcome 7:

The counseling program will improve efforts in recruitment, including minority recruitment.

Institutional Goal:

A. Establish an enrollment management program.
Program Outcome 8:

Provide professional development opportunities for internship site supervisors.

Institutional Goal:

L. Review academic programs for currency in curriculum, pedagogy, instructional technology use and mission-relatedness.

O. Strengthen experiential learning activities.

Program Outcome 9:

The program will obtain state of the art recording and playback equipment and headphones for the counseling laboratory to appropriately record the counseling session(s) for critique and student learning.

Institutional Goal:

L. Review academic programs for currency in curriculum, pedagogy, instructional technology use and mission-relatedness.

Program Outcome 10:

The program will obtain video/audio playback equipment and monitors for supervision in the offices of the faculty supervisors.

Institutional Goal:

L. Review academic programs for currency in curriculum, pedagogy, instructional technology use and mission-relatedness.

O. Strengthen experiential learning activities.

E. Improve the use of instructional technologies.
Program Outcome 11:

The program will obtain video/audio materials for use in training student counselors.

Institutional Goal:

L. Review academic programs for currency in curriculum, pedagogy, instructional technology use and mission-relatedness.

Program Outcome 12:

The program will obtain additional software for student use while in training.

Institutional Goal:

L. Review academic programs for currency in curriculum, pedagogy, instructional technology use and mission-relatedness.

E. Improve the use of instructional technologies.

Program Outcome 13 (new goal):

Develop The Delta Center for Play Therapy and Family Resources.

Institutional Goal:

L. Review academic programs for currency in curriculum, pedagogy, instructional technology use and mission-relatedness.

Program Outcome 14 (new goal):

Bring Assessment Laboratory materials up to date and maintain the facility with current materials as they become available.

Institutional Goal:

L. Review academic programs for currency in curriculum, pedagogy, instructional technology use and mission-relatedness.
Program Outcome 15 (new goal):

Investigate and implement portfolio assessment process for counseling programs.

Institutional Goal:

L. Review academic programs for currency in curriculum, pedagogy, instructional technology use and mission-relatedness.

Program Outcome 16 (new goal):

Develop systematic procedure for supervision of interns.

Institutional Goal:

L. Review academic programs for currency in curriculum, pedagogy, instructional technology use and mission-relatedness.

O. Strengthen experiential learning activities.
Division of Behavioral Sciences
Five-Year Plan: Goals for 2000 - 2004

1. Improve the quality of instruction and learning as measured by course evaluations and program evaluations.

2. Revise programs and add new programs of study in order to meet the changing needs of students and of society, and to meet accreditation standards for learned societies. Add doctoral degree program in Counseling.

3. Provide updated computer hardware, software, and training for every faculty member to facilitate faculty research, student advisement, and use of Instructional technology.

4. Support student learning through increased funding for supplies, instructional materials, audio-visual aids, equipment, and other necessary resources.

5. Support faculty professional development and research through increased funding for research and professional travel.

6. Provide facilities and equipment to support programs.

7. Improve recruiting activities for division degree programs.

8. Encourage and support faculty participation in scholarly research resulting in publications and presentations at professional conferences.

9. Continue to expand services to the public, such as community service activities, staff development activities for public and private schools and other organizations, play therapy, and counseling services.

10. Increase faculty salaries to attract and retain highly qualified faculty.

Approved by Counseling Faculty Committee 11/30/98; approved by Special Education Faculty Committee 12/7/98.
## VIII: UNIT BUDGET PLAN

**Delta State University**

**Unit Budget Plan**

**FY 2001 Budget**

**As of 07-Mar-2000**

| PROGRAM: | General Academic |
| ACTIVITY: | Activity not budgeted |
| LOCATION: | Location not budgeted |

### ACCOUNT:

<table>
<thead>
<tr>
<th>ACCOUNT</th>
<th>Description</th>
<th>PRIOR YEAR</th>
<th>PHASE 1: ADJ BUD</th>
<th>PHASE 2: CHANGE</th>
<th>PHASE 3: APPROVED</th>
<th>PRIORITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>5100</td>
<td>Faculty</td>
<td>189,705.00</td>
<td>130,480.00</td>
<td>.00</td>
<td>.00</td>
<td></td>
</tr>
<tr>
<td>51300</td>
<td>Professional Non-Faculty</td>
<td>26,525.00</td>
<td>28,515.00</td>
<td>.00</td>
<td>.00</td>
<td></td>
</tr>
<tr>
<td>51400</td>
<td>Clerical &amp; Secretarial</td>
<td>16,795.00</td>
<td>18,055.00</td>
<td>.00</td>
<td>.00</td>
<td></td>
</tr>
<tr>
<td>53000</td>
<td>Fringe Benefits</td>
<td>108,124.00</td>
<td>117,331.00</td>
<td>.00</td>
<td>.00</td>
<td></td>
</tr>
<tr>
<td>5210</td>
<td>Travel</td>
<td>4,600.00</td>
<td>4,600.00</td>
<td>.00</td>
<td>.00</td>
<td></td>
</tr>
<tr>
<td>5220</td>
<td>Postage &amp; Post Office Charges</td>
<td>360.00</td>
<td>360.00</td>
<td>.00</td>
<td>.00</td>
<td></td>
</tr>
<tr>
<td>5230</td>
<td>Telephone Local Service</td>
<td>5,616.00</td>
<td>5,616.00</td>
<td>.00</td>
<td>.00</td>
<td></td>
</tr>
<tr>
<td>5240</td>
<td>Telephone Long Distance</td>
<td>430.00</td>
<td>630.00</td>
<td>+120</td>
<td>.00</td>
<td></td>
</tr>
<tr>
<td>5240</td>
<td>Telephone Installation &amp; Maint</td>
<td>.00</td>
<td>.00</td>
<td>.00</td>
<td>.00</td>
<td></td>
</tr>
<tr>
<td>5530</td>
<td>Rental of Office Equipment</td>
<td>2,080.00</td>
<td>2,080.00</td>
<td>.00</td>
<td>.00</td>
<td></td>
</tr>
<tr>
<td>5660</td>
<td>Maintenance Contracts-Equipment</td>
<td>720.00</td>
<td>720.00</td>
<td>.00</td>
<td>.00</td>
<td></td>
</tr>
<tr>
<td>5780</td>
<td>Consultant Expense Reimbursement</td>
<td>300.00</td>
<td>300.00</td>
<td>.00</td>
<td>.00</td>
<td></td>
</tr>
<tr>
<td>5870</td>
<td>Computer Software Acquisitions</td>
<td>45.00</td>
<td>45.00</td>
<td>.00</td>
<td>.00</td>
<td></td>
</tr>
<tr>
<td>600</td>
<td>Commodities</td>
<td>2,500.00</td>
<td>2,800.00</td>
<td>+200</td>
<td>.00</td>
<td></td>
</tr>
<tr>
<td>8250</td>
<td>Data Processing Equipment</td>
<td>.00</td>
<td>.00</td>
<td>(+1600)</td>
<td>.00</td>
<td></td>
</tr>
<tr>
<td>Audio Visual AIDS</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Justification for Request of Increase in Line Item or New Line Item:

1. Special Request for Printer - $1,600
   This request is to purchase a laser printer for the division (printers @ $1,000). We have only one printer in our division for the secretary and the faculty. Refer to Unit Goal # 1.

   Test materials in the counseling testing lab have not been upgraded in several years. Most of the tests are out-of-date. This lab is used by the counseling program, the special education program, and the speech pathology program. Refer to Counseling Goal #14.

3. Special request for audio-visual materials $1460.
   Counseling faculty request the purchase of the following audio-visual materials which will facilitate student comprehension of the counseling process. Refer to Counseling Goal #12.
   
   Group Work: Leading in the Here and Now (4-part video series @$300)
   Developmental Aspects of Group Counseling (video series @$300)
   Helping Skills - Using the Carkhuff Method @$500

   Special Education faculty request the purchase of ASCD’s 2-tape series on The Brain and Reading @$360. Refer to Special Education Outcome 7.

   Total request for audio-visual materials is $1460.

4. Request for increase in long distance telephone allocation to $750. Each year for the past five years we have had to petition for additional funds for long distance telephone services. We are calling more prospective students for recruiting purposes, faculty are making more calls for collaboration with peers/journal editors for research and publication purposes, and we are keeping in closer contact with intern and practicum sites and students.

5. Request for increase in commodities to cover basic needs.
APPENDICES
ANNUAL REPORT 1999

A. . . . Course Enrollment
B. . . . Report of Faculty
C. . . . Summary of Faculty Activities
<table>
<thead>
<tr>
<th>INSTRUCTOR</th>
<th>COURSE NUMBER</th>
<th>NUMBER ENROLLED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Branton, Camille</td>
<td>EPY 341(01)</td>
<td>10836</td>
</tr>
<tr>
<td></td>
<td>EPY 341(02)</td>
<td>10837</td>
</tr>
<tr>
<td></td>
<td>EPY 341(03)</td>
<td>10838</td>
</tr>
<tr>
<td>Buckley, Matthew R.</td>
<td>CED 603(01)</td>
<td>13773</td>
</tr>
<tr>
<td></td>
<td>CED 604(01)</td>
<td>13774</td>
</tr>
<tr>
<td></td>
<td>CED 605(01)</td>
<td>13662</td>
</tr>
<tr>
<td></td>
<td>CED 689(04)</td>
<td>13934</td>
</tr>
<tr>
<td>Carr, Michael J.</td>
<td>CSP 346(01)</td>
<td>10936</td>
</tr>
<tr>
<td></td>
<td>CSP 347(01)</td>
<td>10937</td>
</tr>
<tr>
<td></td>
<td>CSP 385(01)</td>
<td>11735</td>
</tr>
<tr>
<td></td>
<td>CSP 689(01)</td>
<td>12169</td>
</tr>
<tr>
<td>Coleman, Linda Carol</td>
<td>EPY 601(01)</td>
<td>10841</td>
</tr>
<tr>
<td>Dinger, Timothy J.</td>
<td>CED 601(01)</td>
<td>13776</td>
</tr>
<tr>
<td></td>
<td>CED 604(01)</td>
<td>13837</td>
</tr>
<tr>
<td></td>
<td>CED 618(01)</td>
<td>13779</td>
</tr>
<tr>
<td></td>
<td>CED 689(03)</td>
<td>13913</td>
</tr>
<tr>
<td>Hartley, Vicki Jean</td>
<td>CSP 344(01)</td>
<td>13789</td>
</tr>
<tr>
<td></td>
<td>CSP 545(01)</td>
<td>13790</td>
</tr>
<tr>
<td></td>
<td>CSP 616(01)</td>
<td>13880</td>
</tr>
<tr>
<td>Hollimon, Virginia A.</td>
<td>CSP 496(01)</td>
<td>10941</td>
</tr>
<tr>
<td></td>
<td>CSP 340(03)</td>
<td>12131</td>
</tr>
<tr>
<td></td>
<td>CSP 386(01)</td>
<td>12284</td>
</tr>
<tr>
<td></td>
<td>CSP 345(01)</td>
<td>13788</td>
</tr>
<tr>
<td>Morse, Timothy</td>
<td>CSP 388(01)</td>
<td>10939</td>
</tr>
<tr>
<td>Name</td>
<td>Code</td>
<td>Distance</td>
</tr>
<tr>
<td>---------------------</td>
<td>--------</td>
<td>----------</td>
</tr>
<tr>
<td>CSP 347(01)</td>
<td>12285</td>
<td></td>
</tr>
<tr>
<td>CSP 647(01)</td>
<td>12287</td>
<td></td>
</tr>
<tr>
<td>CSP 340(01)</td>
<td>13583</td>
<td></td>
</tr>
<tr>
<td>CSP 646(01)</td>
<td>13701</td>
<td></td>
</tr>
<tr>
<td>Smith, Katheryn F.</td>
<td>CSP 340(01)</td>
<td>10932</td>
</tr>
<tr>
<td></td>
<td>CSP 340(40)</td>
<td>10933</td>
</tr>
<tr>
<td>Snow, Marilyn S.</td>
<td>CED 600(01)</td>
<td>13777</td>
</tr>
<tr>
<td></td>
<td>CED 609(01)</td>
<td>13778</td>
</tr>
<tr>
<td></td>
<td>CED 610(01)</td>
<td>13775</td>
</tr>
<tr>
<td></td>
<td>CED 612 (01)</td>
<td>13780</td>
</tr>
<tr>
<td>Story, William Ross</td>
<td>CED 608 (01)</td>
<td>13781</td>
</tr>
<tr>
<td>Woodall, Frederick E.</td>
<td>CED 602(01)</td>
<td>13782</td>
</tr>
<tr>
<td></td>
<td>CED 619(01)</td>
<td>13783</td>
</tr>
<tr>
<td></td>
<td>EPY 851(01)</td>
<td>10847</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>INSTRUCTOR</td>
<td>COURSE NUMBER</td>
<td>NUMBER ENROLLED</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>---------------</td>
<td>-----------------</td>
</tr>
<tr>
<td>Branton, Camille</td>
<td>EPY 341(11) 20198</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>EPY 601(11) 20503</td>
<td>45</td>
</tr>
<tr>
<td></td>
<td>EPY 341(21) 30124</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td>CSP 616(21) 30908</td>
<td>7</td>
</tr>
<tr>
<td>Buckley, Matthew R.</td>
<td>CED 600(11) 21350</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>CED 607(11) 21346</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>CED 615(11) 21356</td>
<td>9</td>
</tr>
<tr>
<td>Coleman, Linda Carol</td>
<td>EPY 601(21) 30125</td>
<td>19</td>
</tr>
<tr>
<td></td>
<td>CSP 340(21) 30575</td>
<td>17</td>
</tr>
<tr>
<td>Dinger, Timothy J.</td>
<td>CED 601(11) 21351</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>CED 606(11) 21345</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>CED 618(11) 21349</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>CED 616(11) 21357</td>
<td>8</td>
</tr>
<tr>
<td>Hartley, Vicki Jean</td>
<td>CSP 348(11) 21326</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>CSP 648(11) 21329</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>CSP 350(11) 21362</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>CSP 650(11) 21363</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>CSP 383(21) 31005</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>CSP 682(21) 31008</td>
<td>14</td>
</tr>
<tr>
<td>Hollimon, Virginia A.</td>
<td>CSP 340(11) 20549</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>CSP 492(21) 31024</td>
<td>1</td>
</tr>
<tr>
<td>Littlejohn, Janet P.</td>
<td>CSP 667(11) 21384</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>CSP 668(11) 21385</td>
<td>8</td>
</tr>
<tr>
<td>Morse, Timothy</td>
<td>CSP 384(11) 21325</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td>CSP 584(11) 21330</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Code</td>
<td>Number</td>
</tr>
<tr>
<td>------------------------</td>
<td>----------</td>
<td>--------</td>
</tr>
<tr>
<td>Snow, Marilyn S.</td>
<td>CSP 640(11)</td>
<td>21327</td>
</tr>
<tr>
<td></td>
<td>CED 609(11)</td>
<td>21354</td>
</tr>
<tr>
<td></td>
<td>CED 612(11)</td>
<td>21355</td>
</tr>
<tr>
<td></td>
<td>CED 622(11)</td>
<td>21361</td>
</tr>
<tr>
<td></td>
<td>CED 689(11)</td>
<td>21408</td>
</tr>
<tr>
<td></td>
<td>CED 689(12)</td>
<td>21409</td>
</tr>
<tr>
<td>Woodall, Frederick E.</td>
<td>CED 602(11)</td>
<td>21353</td>
</tr>
<tr>
<td></td>
<td>CED 617(11)</td>
<td>21348</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>INSTRUCTOR</td>
<td>COURSE NUMBER</td>
<td>NUMBER ENROLLED</td>
</tr>
<tr>
<td>---------------------</td>
<td>---------------</td>
<td>-----------------</td>
</tr>
<tr>
<td>Buckley, Matthew R.</td>
<td>CED 600(02)</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>CED 604(01)</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>CED 605(01)</td>
<td>7</td>
</tr>
<tr>
<td>Dinger, Timothy J.</td>
<td>CED 609(01)</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>CED 610(01)</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>CED 616(01)</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>CED 618(01)</td>
<td>17</td>
</tr>
<tr>
<td></td>
<td>CED 689(01)</td>
<td>4</td>
</tr>
<tr>
<td>Hartley, Vicki Jean</td>
<td>CSP 340(01)</td>
<td>43</td>
</tr>
<tr>
<td></td>
<td>CSP 387(01)</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td>CSP 496(01)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>CSP 643(01)</td>
<td>9</td>
</tr>
<tr>
<td>Hollimon, Virginia A.</td>
<td>CSP 341(01)</td>
<td>22</td>
</tr>
<tr>
<td></td>
<td>CS 386(01)</td>
<td>3</td>
</tr>
<tr>
<td>Morse, Timothy</td>
<td>CSP 340(02)</td>
<td>39</td>
</tr>
<tr>
<td></td>
<td>CSP 384(01)</td>
<td>35</td>
</tr>
<tr>
<td></td>
<td>CSP 686(01)</td>
<td>8</td>
</tr>
<tr>
<td>Snow, Marilyn S.</td>
<td>CED 600(01)</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>CED 601(01)</td>
<td>22</td>
</tr>
<tr>
<td></td>
<td>CED 611(01)</td>
<td>22</td>
</tr>
<tr>
<td></td>
<td>CED 689(03)</td>
<td>2</td>
</tr>
<tr>
<td>Storv, Wm. Ross</td>
<td>CED 606(01)</td>
<td>3</td>
</tr>
<tr>
<td>Taylor, Donna B.</td>
<td>CSP 340(04)</td>
<td>19</td>
</tr>
<tr>
<td></td>
<td>CSP 340(03)</td>
<td>39</td>
</tr>
<tr>
<td></td>
<td>CSP 383(01)</td>
<td>40071</td>
</tr>
<tr>
<td>----------------</td>
<td>-------------</td>
<td>-------</td>
</tr>
<tr>
<td>Woodall, Frederick E.</td>
<td>CED 602(01)</td>
<td>42874</td>
</tr>
<tr>
<td></td>
<td>CED 619(01)</td>
<td>42866</td>
</tr>
<tr>
<td></td>
<td>CSP 344(01)</td>
<td>42882</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX B

1999 REPORT OF FACULTY NUMBERS
DIVISION OF BEHAVIORAL SCIENCES

FACULTY

Number Full-Time 9

Full-Time DSU and Part-Time Faculty for
Division of Behavioral Sciences 1

Adjunct Faculty 4

Part-Time Instructor and Counseling Lab Director 1

NUMBER AND PERCENT OF FULL-TIME FACULTY BY RANK

Terminal Degree 9 100%
Professor 3 33.3%
Associate Professor 2 22.2%
Assistant Professor 4 44.4%
Instructor 0

STUDENT WORKERS/GRADUATE ASSISTANTS

<table>
<thead>
<tr>
<th>PER WEEK</th>
<th>NUMBER 10 HOURS</th>
<th>NUMBER 12 HOURS</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring</td>
<td>1</td>
<td>Spring</td>
<td>6</td>
</tr>
<tr>
<td>Summer</td>
<td>0</td>
<td>Summer</td>
<td>6</td>
</tr>
<tr>
<td>Fall</td>
<td>2</td>
<td>Fall</td>
<td>6</td>
</tr>
</tbody>
</table>
APPENDIX C

SUMMARY OF FACULTY ACTIVITIES 1999

<table>
<thead>
<tr>
<th>Name</th>
<th>Years at DSU</th>
<th>Publication Submitted and/or Approved</th>
<th>Presentations Professional Conferences</th>
<th>Consultation In-Service for School/Agency Crisis Intervention</th>
<th>Member of State or Nat'l Professional Association</th>
<th>Conferences Attended - State, Regional, or Nat'l</th>
<th>University Committees</th>
<th>Doctoral Committees</th>
</tr>
</thead>
<tbody>
<tr>
<td>Branton</td>
<td>11</td>
<td>1</td>
<td>0</td>
<td>3</td>
<td>7</td>
<td>0</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Buckley</td>
<td>2½</td>
<td>3</td>
<td>1</td>
<td>35</td>
<td>9</td>
<td>3</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Carr</td>
<td>17</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Cash</td>
<td>3</td>
<td>1</td>
<td>4</td>
<td>0</td>
<td>7</td>
<td>5</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Dinger</td>
<td>2 ½</td>
<td>1</td>
<td>3</td>
<td>9</td>
<td>3</td>
<td>1</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Hartley</td>
<td>8</td>
<td>0</td>
<td>0</td>
<td>19</td>
<td>2</td>
<td>0</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Hollimon</td>
<td>8</td>
<td>0</td>
<td>0</td>
<td>10</td>
<td>3</td>
<td>0</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Morse</td>
<td>1½</td>
<td>9</td>
<td>0</td>
<td>4</td>
<td>1</td>
<td>3</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Snow</td>
<td>2</td>
<td>3</td>
<td>5</td>
<td>61</td>
<td>5</td>
<td>4</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Woodall</td>
<td>24</td>
<td>0</td>
<td>0</td>
<td>11</td>
<td>6</td>
<td>0</td>
<td>2</td>
<td>7</td>
</tr>
</tbody>
</table>