DELTA STATE UNIVERSITY: ANNUAL REPORT
For the Calendar Year 2001
and Budget Request 2002

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

II. Data and Information for Department

<table>
<thead>
<tr>
<th>Credit Hours Produced</th>
<th>1997</th>
<th>1998</th>
<th>1999</th>
<th>2000</th>
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<td>(Fall semester)</td>
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Refer to Appendix A for Course Enrollments.

Credit Hour Production Report

<table>
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<tr>
<th>Credit Hours</th>
<th>FTE Students</th>
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<tr>
<td>Special Ed Graduate</td>
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<td>Special Ed Undergraduate</td>
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<td>47.67</td>
<td>3.00</td>
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Number of Graduates 1997 1998 1999 2000 2001

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Enrollment by Major

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<th>Spring 01</th>
<th>Summer 01</th>
<th>Fall 01</th>
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<td></td>
<td>UG GR</td>
<td>UG GR</td>
<td>UG GR</td>
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<tr>
<td>Special Education</td>
<td>41 17</td>
<td>25 24</td>
<td>45 18</td>
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<tr>
<td>Counseling</td>
<td>0 62</td>
<td>0 36</td>
<td>0 64</td>
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<tr>
<td>TOTAL</td>
<td>41 79</td>
<td>25 60</td>
<td>45 82</td>
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- Reduction in credit hour production for special education is a result of cut backs in course offerings due to budget constraints. We have been short a faculty member and relying on adjunct faculty members to meet course needs. During budget meetings last year we were informed to limit the number of courses taught by adjunct; therefore, we either did not offer undergraduate courses that are large enrollment courses (CSP 385) or limited the number of sections (CSP 340).

- 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 the Master of Arts in Teaching.

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

III. **Personnel**

The Division currently operates with five full-time faculty members, a vacant position in special education, a vacant position in counseling, one chair/faculty, a full-time lab supervisor, several adjunct faculty, and a secretary. A freeze has been placed on the special education faculty position. 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.

Refer to Appendix B for Report of Faculty.

**New Positions Needed with Justification**

No new faculty positions are requested.

**Recruitment of Minority Faculty**

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

**Noteworthy activities and accomplishments**

- The undergraduate and graduate programs in Mild/Moderate Disabilities met Council for Exceptional Children (CEC) standards for accreditation. The comment of the Review Team is as follows:
The folio was extremely well organized and clearly articulated the program. The reviewers especially appreciated the careful attention to detail evident throughout the folio. Reviewers recommended that this folio be used as a model for training.

- 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.

-One special education faculty member served as an IDEA hearing officer 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.

-One Counselor Education faculty member was appointed by the governor to serve a 3 year term as Chair of the Board of Examiners for Licensed Professional Counselors.

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

Refer to Appendix C for Summary of Faculty Activities.

Recommended Change of Status

-Promotion of Matt Buckley to Associate Professor.
-Retirement of Virginia Hollimon.
-Retirement of Fred Woodall.

Projections for Faculty/Staff

1. Summer School 2002

   Dr. Susan Adams 4 courses
   Dr. Matt Buckley 4 courses
   Dr. Channon Lytton 2 courses
   Dr. Vicki Hartley 4 courses
   Dr. Cheryl Crosby 4 courses
   Adjunct 2 courses (Greenville)
2. Projection for Adjunct Faculty - Fall 2002
   Special Education
   2 courses (If Dr. Hollimon's position is filled.)

3. Projection for Adjunct Faculty - Spring 2002
   Counseling
   Special Education
   1 course
   2 courses (If Dr. Hollimon's position is filled.)

4. Projection for Graduate Assistants - Summer 2002 - Spring 2003
   Summer 2002 - 2 Graduate Assistants (support faculty members in research and
   service activities)
   Fall 2002 and Spring 2003
   Request 4 Graduate Assistants

<table>
<thead>
<tr>
<th>Graduate Assistants Position(s)</th>
<th>Assignment</th>
<th>Function(s)</th>
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<tbody>
<tr>
<td>Super GA (1)</td>
<td>Counseling Lab</td>
<td>Schedules Counseling interns and clients in lab</td>
</tr>
<tr>
<td>GA (1)</td>
<td>Special Ed Faculty</td>
<td>Supports 3 faculty members in research and service activities</td>
</tr>
<tr>
<td>GA (2)</td>
<td>Counseling Faculty</td>
<td>Supports 4 faculty members in research and service activities</td>
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</tbody>
</table>

IV. Degree Program Addition/Deletions

None.
V. Division and Program Goals - 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:

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.

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:

Three faculty members and counseling lab director will receive upgraded computer terminals and appropriate software. An additional laser printer will be purchased for the department.

Assessment Procedures:

Review budget allocation.

Actual Results:

New computer for chair and secretary on loan from Center for Teaching and Learning.
No printers.
Use of Results:

(1) Recommend purchase of one laser printer.
(2) Recommend purchase of four upgraded computers (1 Counseling Lab Director, 3 faculty computers (outdated 3200))
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 using data from the REPORT OF SERVICE AND SUMMARY OF FACULTY ACTIVITIES which is collected each semester.

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. One faculty member serves as state hearing officer for special education cases. In addition, counseling faculty provide counseling services and/or consultation to school districts, parents, and with individual children.

Faculty have a total of 7 articles submitted and/or approved for publication in professional journals and faculty have given 9 presentations at professional conferences.

Use of Results:

Faculty will continue service and research activities. During faculty/chair evaluations each spring, improvement goals will be written with unproductive faculty.
Unit Goal 3:

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). Accreditation is through 2004.

The Special Education Program will maintain 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 special education undergraduate and graduate programs received accreditation through CEC. Counseling program maintained accreditation through a mid-cycle review.

Use of Results:

Maintain accreditation for both programs.
Unit Goal 4:

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:

Division, Special Education, and Counseling Web Site is on line.

Use of Results:

Web sites will be kept current.
VI. Student Outcomes

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 - Fall 2001, seven students took the specialty area exam and four passed; (57%).

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 CSP 344, CSP 346, CSP 340 and CSP 387 or CSP 388.
(4) Review test scores to identify students reported in our test results who are not in our program.

(5) Assess students using Praxis type format on some exams.

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

(7) Identify students who have outdated coursework and provide tutorial and/or updated materials for study.
Major: Special Education

Program Outcome 2:

Ninety percent of special education majors will demonstrate competency on the Student Teacher Appraisal Instrument (STAI) 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 work force, and/or continue advanced study in graduate or professional school.

Expected Results:

Student teachers will demonstrate competency on STAI.

Assessment Procedures:

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

Actual Results:

Ninety percent of student teachers from spring through fall 2001 successfully passed the STAI (9/10).

Use of Results:

- Continue with curriculum revisions to improve preparation of preservice teachers for STAI requirements.
- Continue working towards field-based experiences in assessment and methods courses.
- Have added field component to secondary methods class, continue to monitor effectiveness of this placement.
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 2000-01 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 conduct survey each year.
Major: Special Education

Degree: B.S.E.

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 2001, surveys were sent to student teacher coordinating teachers, graduates, and their employers. Seven coordinating teachers, 6 graduates (2 undergraduate, 4 graduates) and 4 employers returned the surveys.

Actual Results:

Results of survey analysis reveal respondent satisfaction on all 40 indicators on the survey. Comments from respondents indicate the strengths of the program include open communication between faculty members and coordinating teachers, preparation of students to teach, knowledgeable professors, and practicum experiences.

Areas which need improvement and suggestions include: better preparation in behavior management (all 4 employers), need more practical experiences, more preparation to plan for and teach multiple levels of students, timely feedback on assignments and organization of some professors, and more preparation on paperwork.

Use of Results:

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

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

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 spring-fall semester 2001, surveys were sent to 10 student teachers. Ten were returned.

Actual Results:

Analysis of survey results reveals that the majority of respondents rated the program satisfactory on all of the indicators. Comments from respondents regarding the strengths of the program included: opportunities for field experiences, understanding or characteristics of special needs students, knowledge of laws, and preparation to teach, helpful professors.

Weaknesses: how to write STAI, how to complete special education paperwork, more lesson plan writing, lack of adequate feedback and appropriate organization of some faculty members, and consider eliminating CEL 317 and CEL 318 as required courses.

Use of results:

Faculty recommendations for BSE program based on results of evaluations:

1. practical hands-on experiences were added to several courses

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 improve field-based practicum experiences;

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

(6) emphasize in instructional courses how to plan for multiple groups;

(7) improve feedback to students.

Faculty recommendations for M.Ed.:

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

(2) make courses content rich, more intensive teaching of best practices research and implementation of practices;

(3) improve content in behavior management courses;

(4) Emphasize how to plan for multiple groups and ability levels.
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 work force, 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:

Five students taking the comprehensive examination in special education for spring 2000-Fall 2001-Fall 2001 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.
Major: Special Education

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 workforce, 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:

Budget freeze prohibited purchase of additional materials.

Use of Results:

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

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

Program Outcome 8:

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

1. Determine specific student outcomes which will be assessed through the use of portfolio
2. Select the types of artifacts which may be used for undergraduate and graduate courses; specify the artifact requirement in course syllabi
3. Develop rubric or other assessment instrument to assess portfolio
4. Implement specific procedures for portfolio completion
5. Develop and revise portfolio manual

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:

Graduate and undergraduate majors will complete a professional portfolio prior to graduation.

Assessment Procedures:

The process will be developed by Summer 2001 and fully implemented in the Bachelor’s and Master’s degree programs by Fall 2001. Faculty committee will document that the above procedures have been implemented.

Actual Results:

Undergraduate Program: For the period Spring to Fall 2001, a portfolio was produced by student teachers. This portfolio consisted of STAI requirements, development of an Individualized Education Program for a special needs student, and completion of a Teacher Narrative and an SLD Observation Form for a special needs student. These portfolios continue to be refined based on student and cooperating teacher feedback.

Graduate Program: For the period Spring to Fall 2001, no specific procedures were developed for the completion of a student portfolio.
Use of Results:

Implement the strategies specified in the goal for both the undergraduate and graduate programs during 2002-2003 year.
Major: Special Education

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

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:

Compare the number of majors from one year to the next.

Actual Results:

The number of majors remains constant. Letters of follow-up are sent to students who indicate an interest. A brochure was developed which is now sent to prospective students.

Use of Results:

Continue to improve recruitment in order to increase enrollment. Monies need to be allotted to programs to improve recruitment efforts.
Major: Counseling  Degree: M.Ed.

Program Outcome 1:

The Counseling program will be evaluated utilizing intern evaluations, employer surveys, and NCE results.

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:

Faculty created an employer phone survey instrument that was utilized in developing the CACREP mid-cycle report and that will be used in future program assessment. Intern Program Evaluations were distributed, completed and analyzed and discussed in faculty meeting. The results of the evaluations indicated that on all areas assessed the program and faculty received adequate to excellent ratings on all items indicated. Student comments on the strengths and weaknesses of the program were as follows:

Strengths:

1. Professional, knowledgeable, competent and supportive faculty
2. CACREP accreditation
3. Internship experiences and opportunities to apply knowledge
Weaknesses:

1. Redundant and unnecessary coursework (i.e., Historical Foundations, Principles of learning)
2. Internship information being dispensed in a timely manner (including Praxis information, NCE preparation and the internship site selection process)
3. Adjunct faculty who are not trained as counselor educators teaching counseling courses
4. Limited course offerings in relevant areas of professional development (i.e., substance abuse counseling)
5. Length of the program
6. Need for a doctoral program

Five years of NCE data were analyzed and discussed in faculty meeting. Results of the analysis indicated that in each of the CACREP core areas, students, with few exceptions, consistently scored within one standard deviation of the CACREP mean. Faculty concluded to continue emphasizing

Use of Results:

1. A need to assess school counseling course offerings and determine possible curriculum changes in these courses,
2. A need to designate a member of Chi Sigma Iota as a student representative for program evaluations and changes,
3. A need to develop a stronger protocol around internship site selection and internship site selection deadline process.

Faculty determined the importance of continuing to emphasize knowledge acquisition and retention through the process of testing throughout the program and the use of the comprehensive exam in preparing students to take the NCE. The Chi Sigma Iota Faculty advisor will also designate a student officer to attend faculty meetings where program changes will be discussed for implementation.
Major: Counseling

Program Outcome 2:

Student performance will be evaluated in General Internship, Community and School Internships.

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:

Instruments contained in Internship manual focused on Intern evaluation of the site and Site Supervisor evaluation of the intern were adopted by the faculty. Internship site visits (from faculty) and site contacts were also increased to ensure continuity of evaluation. An employer of program graduate survey will be developed to round out the evaluation process.

Actual Results:

Internship site instruments were collected and evaluated by the internship instructors. Generally, sites were considered satisfactory and site supervisors rated that counseling interns met their competencies. Internship visits by university faculty indicated that supervisors were pleased with the preparation interns were receiving in the counseling program.

The weakness in the internship process is in the dissemination of internship information and development of an updated system of site information and student evaluation.

Use of Results:

This process and procedure is well in place and faculty recommends deleting this goal.
Major: Counseling
Degree: M.Ed.

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: Spring - Fall 2001

1). Continued requiring Internet and e-mail accounts for students in CED 600, CED 604, CED 605, CED 618, CED 606, CED 621 and CED 609 (an increase of three new courses).

2). Continued requirement for students to download the ACA Code of Ethics for use in CED 618.

3). Continued requirement for students 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). Requirement for students to access ASGW website and print training standards and standards of practice for group counselors for CED 605. Students are also required to submit group logs through email in CED 605.

5). Students are instructed on setting up the format for an APA paper in CED 600 in the Computer Lab.

6). Continued requirement to do a PowerPoint presentation in CED 611, CED 621, and CED 617 and new requirement in CED 612.

7). Continued requirement to search Internet support Websites for counselors, parents and students in 619.

8). Continued requirement for students to use computer templates to write their assessment reports in CED 602.
9). Students in CED 600 are required to attend a library tour for the purpose of learning to use electronic databases and search engines.
10). Group email lists developed for communication in CED 609 and 610. Correspondence through this medium routinely conducted.
11). Students encouraged to prepare Spring Conference materials in PowerPoint format.
12). Introduced use of PowerPoint presentations in CED 600, 616 and 606. Students required using Internet and ERIC for professional literature searches.
13). Students required to use computer lab, PowerPoint presentations, computer lab, and the Internet (for the purpose of on-line assessments) in CED 606.
14). Required library tour on accessing appropriate resources for career-based learning in CED 606.
15). One faculty member has developed a website that is accessible to students.

Use of Results:

This continues to be a viable program goal. Faculty will continue to increase use of technology in and out of the classroom and increase student awareness of technology in Counseling.
Major: Counseling

Degree: M.Ed.

Program Outcome 4: **DELETED**

Maintain a strong site approval process and increase use of the computer by students in site selection.

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 in CED 609, CED 610 and CED 619 with completed site approvals.

Actual Results:

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

Students continue to minimally use Q and A program for site selection.

Use of Results:

Goal was accomplished; procedure for site selection is in place. Decision is to formally delete this as a goal.
Major: Counseling

Degree: M.Ed.

Program Outcome 5: **DELETED**

Faculty will monitor and examine program admission standards and make specific recommendations to strengthen the advising function for incoming students.

Institutional Goal:

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

Expected Results:

Students will enroll in the following courses for the first nine hours of the program: CED 600, CED 601, and CED 618. A minimum grade of B is required in each course.

Students will receive “Full Admission” status when successfully completing CED 604. Faculty will continue to evaluate students’ academic and interpersonal skills performance at the final evaluation of CED 604.

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. Faculty have also strengthened students retention by including faculty discussion of individual student performance and interpersonal functioning. Full compliance to admission criteria has been attained.

Use of Results:

Faculty recommends that because the procedure has been established, this goal be deleted.
Major: Counseling  

Program Outcome 6:

The counseling program will continue program-recruiting efforts, including minority recruitment.

Institutional Goal:

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

Expected Results:

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

Assessment Results:

Analysis of number of students enrolled in 2001 as compared to previous years.

Actual Results:

1. Credit hours produced in 2001 (508) is higher than in 2000 (457), in 1999(417) and 1998 (417) and lower than in 1997 (541).
2. The recruitment brochure was revised and made available to all interested students and mailed to all inquiries made about the counseling program.
3. Recruitment of students at Spring Conference for the Helping Professions.
4. Recruitment of psychology and social work majors at Delta State University through DSU conferences
5. Continued work with GST 101 classes with presentations about careers in the counseling profession.
6. A PowerPoint presentation of the counseling program was created for use at the Spring Conference.
7. Chi Sigma Iota conducted a booth at DSU Career fair in October 2001 and hosted a reception at Mississippi Counseling Association conference in November 2001.
8. Faculty attended Mississippi Counselor Educators and Supervisors meeting in January 2001
9. Enrollment figures in program:

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Use of Results:

This continues to be an important goal for the program. Faculty will continue to participate in Career Day and to recruit from undergraduate programs, expand recruitment to off-campus sources, and maintain recruiting activities at Spring Conference.
Major: Counseling        Degree: M.Ed.

Program Outcome 7:

Continue to 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 have a greater sense of inclusion and participation in the counseling program and be better trained to provide quality supervision for counseling interns.

Site supervisors will be invited to participate in Spring Conference and the accompanying luncheon. A continued stipend will be offered to attract new and retain existing supervisors, and continued 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:

1. 16 supervisors attended the 2001 Spring Conference Luncheon.
2. University continues to award a $50.00 stipend to site supervisors.
3. Provided CEU credits at no cost to supervisors at the 2001 Annual Spring Conference.
4. Faculty made more frequent contact with site supervisors during students’ internships.
5. Thank you notes were sent out to site supervisors after each site visit.

Use of Results:

This remains a viable goal for the Counseling Program. The program will continue to sponsor the Supervisor recognition luncheon and strengthen personally inviting site
supervisors to attend. The faculty will also look at incorporating a fee waiver for site supervisors to attend the spring conference.

The faculty will also examine creative course offering schedules for students and clinicians in the area.
Major: Counseling

Program Outcome 8: **DELETED**

The program faculty will remain vigilant in maintaining state of the art equipment in the counseling lab.

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 and streamline the supervision process.

Assessment Procedures:

Procurement and use of necessary equipment in counseling lab.

Actual Results:

Purchased and implemented systems of recording and playback equipment which included monitors, cameras, and VCRs for use in counseling lab.

Use of Results:

Because this goal has been attained, faculty recommend this outcome be deleted. Equipment needs will be assessed as the need arises and monitoring systems become available.
Major: Counseling

Program Outcome 9: **DELETED**

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 improve their skills. Access to playback equipment in faculty offices will allow faculty more flexibility in supervision of students.

Assessment Procedures:

Procurement and use of necessary equipment. Equipment is used in CED 604, 609, 610, and 619.

Actual Results:

Purchased three additional video/audio playback systems.

Use of Results:

Because systems have been obtained faculty recommend that this goal be deleted.
Major: Counseling

Degree: M.Ed.

Program Outcome 10:

The program will obtain training materials (software, video/audio materials, reference materials, etc.) to enhance training opportunities for 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 materials will provide the students with direct contact with major counseling modalities and current procedures, thus expanding their awareness and professional development.

Assessment Procedures:

Procurement and use of necessary audio-visual materials in courses.

Actual Results:

1. No new training audio-visual materials were purchased.
2. A new practicum orientation videotape was developed and produced by the Practicum instructor and counseling lab director for training purposes.
3. Faculty in CED 600 and CED 604 implemented the use of a "Basic Response" workbook, CD ROM and video in training students.
4. The counseling lab director initiated a collection of sample counseling sessions for student review.

Use of Results:

Increase student 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

Program Outcome 11 DELETED

Develop The Delta Center for Play Therapy and Family Resources. (DELETE)

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). Offering Play Therapy Course as an elective.
3). Workshops on Play Therapy.
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 (Spring - Fall 1999):

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

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

3). Workshop on Play Therapy offered in the Fall 1999.

6). Services provided for children and adolescents in the community (play therapy, counseling services, group counseling, parent counseling).

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.

FACULTY DETERMINED TO DELETE THIS GOAL. THE FACULTY MEMBER WHO ORIGINATED THIS GOAL LEFT THE PROGRAM AND TOOK ALL APPLICABLE RECORDS.
Major: Counseling  

Degree: M.Ed.

Program Outcome 12

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:

Analyze allocation of funds to purchase test materials for the counseling testing lab. Use of assessment materials specified in course syllabi.

Actual Results:

1. Assessment material cabinets were cleaned out, outdated materials were discarded and because no additional monies were allocated for this outcome, no new materials were purchased. This is still a viable and important goal.
2. CED 602 Assessment instructor is retiring and new faculty member will be trained to teach course.
Use of Results:

This continues to be an important goal for the program. Faculty will meet to determine what needs to be purchased and make this a priority in conjunction with incorporating a new course instructor.
Major: Counseling

Degree: M.Ed.

Program Outcome 13 **DELETED**

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:

DSU Faculty will more closely supervise students during field-based internships.

Assessment Procedures:

Systematic procedures and instruments will be developed.

Actual Results:

Faculty increased site visits and telephone contact with site supervisors. There was re-emphasis on case conceptualization and “safe schools” in CED 619 internship.

Use of Results:

Faculty determined to incorporate this outcome into outcome #2. Will delete this as a separate goal.
Major: Counseling

Degree: M.Ed.

Program Outcome 14 NEW

Assess school counseling course offerings and determine possible curriculum changes in these courses.

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:

Counseling Faculty will revise (where needed) course offerings that more accurately reflect what school counselors encounter in their professional activities.

Assessment Procedures:

Changes in course syllabi, CACREP compliance and compliance with university and college of Education requirements.

Actual Results:

Use of Results:
Major: Counseling

Degree: M.Ed.

Program Outcome 15 NEW

Faculty will develop a stronger protocol around internship site selection and internship site selection deadline process.

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:

Counseling Faculty will produce an internship site notebook that reflects current internship sites, supervisors, past intern assessments and specific preparation requirements. Deadlines for internship materials will also be standardized as well as orientation to the internship process in CED 604.

Assessment Procedures:

Internship site notebook, an internship calendar and internship packets.

Actual Results:

Use of Results:
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 2002-2003

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

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 4

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 be evaluated utilizing intern evaluations, employer surveys, NCE, and Praxis results.

Institutional Goal:

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

Program Outcome 2:

Student performance will be evaluated in general internship, community and school internships.

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:

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

Institutional Goal:

A. Establish an enrollment management program.
Program Outcome 5:

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 6:

The program will obtain training materials (software, video/audio materials, reference materials, etc.) To enhance training opportunities for student counselors.

Institutional Goal:

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

Program Outcome 7:

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 8:

Assess school counseling course offerings and determine possible curriculum changes in these courses.

Institutional Goal:

L. Review academic programs for currency in curriculum, pedagogy, instructional technology use and mission-relatedness.
Program Outcome 9:

Faculty will develop a stronger protocol around internship site selection and internship site selection deadline process.

Institutional Goal:

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.
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.

2. Special Request for Testing Materials - $1000
   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.
APPENDICES
ANNUAL REPORT 2001

A. . . . Course Enrollment

B. . . . Report of Faculty

C. . . . Summary of Faculty Activities
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### APPENDIX A-3
#### FALL 2001 COURSE ENROLLMENT

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APPENDIX B

2001 REPORT OF FACULTY NUMBERS
DIVISION OF BEHAVIORAL SCIENCES

FACULTY

Number Full-Time 6

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

Adjunct Faculty 3

Part-Time Instructor and Counseling Lab Director 1

NUMBER FULL-TIME FACULTY BY RANK

Terminal Degree 5

Professor 2

Associate Professor 1

Assistant Professor 3

Instructor 0

STUDENT WORKERS/GRADUATE ASSISTANTS

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APPENDIX C

SUMMARY OF FACULTY ACTIVITIES 2001

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