DELTA STATE UNIVERSITY

ANNUAL REPORT

College of Education
Division of Counselor Education and Psychology

2003-2004
Table of Contents

I. Unit Information ................................................................. 3
II. Unit Data and Information Summary .................................... 3
III. Academic Personnel .......................................................... 4
IV. Unit mission statement ....................................................... 7
V. Division Goals ..................................................................... 7
VI. Quality Enhancement Plan .................................................. 14
VII. Budget Requests ............................................................. 15
VIII. Evaluation Calendar ......................................................... 15
 Appendix A: Course Enrollments by Major ................................. 16
 Appendix B: Program Majors by Gender and Minority – Spring, 2004 .... 17
 Appendix C: Student Credit Hours Summary by Level – Spring, 2004 .... 17
DELTA STATE UNIVERSITY
College of Education
ANNUAL REPORT
2003-2004

I. Unit Information

Unit Title: Division of Counselor Education and Psychology
Programs Comprising Division: Counselor Education (graduate)
                              Psychology (undergraduate)
College: Education
Unit Administrator: Matthew R. Buckley, EdD

II. Unit Data and Information Summary

The data summary for the division includes credit hour production by program, total number of graduates by major, and total student enrollment by major.

Credit Hours Produced

<table>
<thead>
<tr>
<th></th>
<th>1999</th>
<th>2000</th>
<th>2001</th>
<th>2002</th>
<th>2003</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate Psychology</td>
<td>1635</td>
<td>1578</td>
<td>1488</td>
<td>1590</td>
<td>1423</td>
</tr>
<tr>
<td>Educational Psychology</td>
<td>351</td>
<td>324</td>
<td>327</td>
<td>327</td>
<td>282</td>
</tr>
<tr>
<td>Graduate Counseling</td>
<td>417</td>
<td>457</td>
<td>382</td>
<td>357</td>
<td>520</td>
</tr>
<tr>
<td>Total for Division</td>
<td>2592</td>
<td>2521</td>
<td>2317</td>
<td>2406</td>
<td>2354</td>
</tr>
</tbody>
</table>

Refer to Appendix A for Course Enrollments

Number of Graduates

<table>
<thead>
<tr>
<th></th>
<th>1999</th>
<th>2000</th>
<th>2001</th>
<th>2002</th>
<th>2003</th>
</tr>
</thead>
<tbody>
<tr>
<td>B.A. Psychology</td>
<td>21</td>
<td>14</td>
<td>17</td>
<td>22</td>
<td>16</td>
</tr>
<tr>
<td>Ed. Psych. (N/A)</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>M.Ed. Counselor Ed.</td>
<td>25</td>
<td>10</td>
<td>18</td>
<td>15</td>
<td>9</td>
</tr>
<tr>
<td>Total Number of Graduates</td>
<td>46</td>
<td>24</td>
<td>35</td>
<td>37</td>
<td>25</td>
</tr>
</tbody>
</table>

Enrollment by Major

<table>
<thead>
<tr>
<th></th>
<th>Spring 03</th>
<th>Summer 03</th>
<th>Fall 03</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psychology (undergrad)</td>
<td>85</td>
<td>19</td>
<td>77</td>
</tr>
<tr>
<td>Counseling (grad)</td>
<td>65</td>
<td>45</td>
<td>91</td>
</tr>
<tr>
<td>TOTAL</td>
<td>150</td>
<td>64</td>
<td>168</td>
</tr>
</tbody>
</table>
Introduction

The Division of Counselor Education and Psychology was newly formed in the summer of 2003 and housed in the College of Education. The previous “Division of Behavioral Sciences,” was reconfigured in the following ways:

- Psychology (3 faculty) moved from the College of Arts and Sciences as a department to the newly formed division as a program
- Special Education (2 faculty) was moved from Behavioral Sciences to the Division of Curriculum, Instruction, Leadership and Research
- Educational Psychology (1 faculty) was moved from the Division of Curriculum, Instruction, Leadership and Research to the newly formed division
- Counselor Education (4 faculty) remained

III. Academic Personnel

The Division currently operates with eight full-time faculty members, three in Psychology (plus one unfilled position), one in Educational Psychology, four in Counselor Education (including Division Chair), a full-time lab supervisor, several adjunct faculty, and a secretary.

Current full-time faculty: Dr. Susan Adams, Counselor Education
Dr. Camille Branton, Educational Psychology
Dr. Matthew R. Buckley, Counselor Education
Dr. Darlene Crone-Todd, Psychology
Dr. Scott Hutchens, Psychology
Dr. Reid Jones, Psychology
Dr. Scott Rasmus, Counselor Education
Dr. Karan Romaine, Counselor Education

Current full-time staff: Ms. Donna Starkey, Counseling Lab Director
Betty Mixon, Division Secretary

Newly hired full-time faculty and staff to start in Fall, 2004:

Dr. Shelly Sheperis to Replace Dr. Romaine, Counselor Education (started: Summer 2004)
Ms. Heidi Eyre to fill unfilled position, Psychology (start: Fall, 2004)
Ms. Donna Starkey to replace Dr. Adams, Counselor Education (start: Fall, 2004)
Ms. Kashanta Murphy to replace Ms. Starkey, Lab Director (start: Fall, 2004)
A. New Positions Needed with Justification

In preparation for the track in counselor education in the EdD program, one additional faculty position in counselor education is requested. This faculty request is made to be in compliance with CACREP accreditation. The request is targeted for a start date for Fall, 2005.

B. Recruitment of Minority Faculty

In an effort to facilitate diversity within the faculty and staff, Kashanta Murphy was hired (start date: Fall, 2004) with the intention to support her in a doctoral program and development as a faculty member in counselor education. In all other recruitment efforts, the division strives to recruit and retain minority faculty that reflects the diversity of the student body.

C. Division Faculty and Staff Accomplishments for 2003

In the area of teaching the division has made significant progress in strengthening existing pedagogy and developing innovative approaches. Both the counselor education and psychology programs have actively addressed quality teaching through reviewing all course syllabi, the creation and/or revision of 9 new courses, the integration of technology into 7 courses, with plans for an additional 3 (through the use of PowerPoint, WebCT, and greater online and email interface), and an infusion of research orientation and methodology with students, particularly in the undergraduate psychology program. Following is a summary of accomplishments by program in Counselor Education and Psychology:

Counselor Education: (4 faculty)

Total faculty presentations at professional conferences: 15
Total faculty submissions for publications (articles, text chapters, books): 4
  Accepted for publication: 2
Total editorial board positions held: 3
Total number of professional organization memberships: 18
Total number of professional appointed/elected board positions held: 4

Other notable program accomplishments:

June, 2003 – May 2004: CACREP Reaccreditation Process (development of self study [seven volumes with over 1000 pages of self study materials]; Board approval for site visit with minor addendum items; site visit and exit report with extremely positive program affirmation; submission of on-site visit response to Board for final reaccreditation decision and the final Board decision to reaccredit the community and school counseling tracks until June, 2012)
August, 2003: *Initiation of Saturday Program / Internship Orientation* (over 60 graduates and three potentials in attendance with the division providing lunch)

August, 2003 – May, 2004: *Initiation of Survival Skills workshops* (Program faculty created supplemental workshops to assist students in their academic and professional development; these workshops were positively received and will continue next year)

September – October, 2003: *Development of a framework for a doctoral track in counselor education* (faculty worked to develop outline, competencies and suggested coursework for this track; faculty have conducted informal surveys of graduates and have received a very favorable response to development of this track; faculty representatives have met with existing doctoral committee members)

October, 2003: *Chi Sigma Iota initiation* (9 new members inducted into counseling honors society)

December, 2003: *Chi Sigma Iota Yearly Service Project* (solicitation of over $300 in cash and gifts for providing Christmas gifts and food for two Delta families experiencing tragedies and economic hardship)

**Psychology: (4 faculty)**

- Total faculty presentations at professional conferences: 25
- Total faculty submissions for publications (articles, text chapters, books): 7
  - Accepted for publication: 4
- Total editorial board positions held: 2
- Total number of professional organization memberships: 11
- Total number of professional appointed/elected board positions held: 5

**Other notable accomplishments:**

Fall 2003 – Spring, 2004: *Appointment of Dr. Scott Hutchens as a Technology Champion from the College of Education* (Scott has also provided workshops for university faculty on converting course lectures into PowerPoint and WebCT formats)

Fall, 2003 – Spring, 2004: *Faculty / Student Research* (program faculty involved 26 students in research projects that resulted in 13 student presentations including first and third place honors and honorable mentions at the Mid-South Psychology Undergraduate Conference in Memphis, TN; this research activity has engendered a love of and an appreciation for research within these students)

Fall, 2003 – Spring, 2004: *Service projects and fundraisers for Psi Chi* (these included a bake sale and raffle, garage sale, and a T-shirt sale)

Fall, 2003 – Spring, 2004: *Dr. Reid Jones continuing as IRB Chair and Research Committee Chair for the university*

October, 2003: *Psi Chi Induction ceremony* (8 new student members inducted)
Other Division Accomplishments:

- Fall, 2003: Update and revision of division webpage
- Fall, 2003 – Spring, 2004: Establishment and maintenance of student bulletin boards for psychology and counselor education related to Psi Chi (psychology) and Chi Sigma Iota (counselor education)
- Establishment of research labs for Psychology faculty: Learning and Cognition (Hutchens), Behavioral Analysis (Crone-Todd), and Biofeedback (Jones)
- Ms. Betty Mixon appointed as American Association of University Women (AAUW) student representative

IV. Unit mission statement

The Division of Counselor Education and Psychology will work to develop a mission statement with key objectives during the 2004-2005 academic year. Because of the transition of the division (the formation of Counselor Education and Psychology as a division) during the year 2003-2004, faculty and staff are in a better position to develop a cohesive mission statement that represents the excellent work conducted in the division. We also plan to align the division mission statement with the university mission statement.

V. Division Goals

The former Division of Behavioral Sciences adopted a five year plan and below is an assessment of each of the goals set. The attainment of these goals also pertained to the formulation of the new Division of Counselor Education and Psychology. Evaluation of each goal is italicized for reviewer convenience.
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.

   Faculty course evaluations remain high for division faculty. The Counselor Education Program has graduates evaluate the program and then meets early in the fall semester to analyze the data and discuss changes in the program. This process has been reviewed and approved by CACREP.

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.

   This goal has been met as the counselor education program has moved through the reaccreditation process and is establishing standards and a framework for the doctoral track in counselor education. The Psychology program continues to revise and update its curriculum based on the course changes it made this year and the assessment of the Psychology minor.

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

   This goal has been met through work with the Center for Teaching and Learning. Several courses have been converted to WebCT and all faculty have consulted with Larry Lambert about converting all or portions of the courses to an electronic medium. Also, Susan Lee has been instrumental in maintaining current software on all faculty computers.

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

   This year the division was well-funded for supplies, instructional materials, and other resources in the following ways: From the general budget we have purchased adequate supplies and instructional materials for the counseling lab and as a beginning to renew the educational and psychological testing supplies.
5. Support faculty professional development and research through increased funding for research and professional travel.

*An increase in the travel budget has facilitated attendance at professional conferences and presentation of research and professional papers (see Division Faculty and Staff Accomplishments for 2003, p. 5). Faculty have requested funding for presentations of student research and have established student fundraisers to augment student travel. Faculty remain active in promoting research and scholarship among students.*

6. Provide facilities and equipment to support programs.

*With the reconfiguration of the division faculty have access to laboratories to assist them with research activities. The counseling lab remains intact and three other labs exist for psychology to assist in the following research: Hutchens—cognition and memory; Crone-Todd—Behavioral Analysis with drug addicts; and Jones—Biofeedback. Faculty also have equipment and technology to meet their instructional, research and advising needs.*

7. Improve recruiting activities for division degree programs.

*Faculty have been active in recruiting for both counselor education and psychology. The division chair and secretary were instrumental in facilitating the purchase of marketing materials and display boards for the division and College of Education and division faculty actively participated in all university recruitment days during the year. Division faculty were also very active in improving advising functioning to ensure retention of students and participated in the Annual Spring Conference for the Helping Professions to highlight division programs.*

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

*Faculty have been active in producing scholarly research and in presenting at professional conferences. (see Division Faculty and Staff Accomplishments for 2003: Scholarship, p. 5).*

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.

*Faculty have also been very active in service to the professional and public community. (see Division Faculty and Staff Accomplishments for 2003: Service, p. 5).*
10. Increase faculty salaries to attract and retain highly qualified faculty.

_The university administration is committed to finding funding for faculty salary. The starting salary has been raised and faculty are promised a 3% raise at the start of the 2004-2005 academic year._

The Division of Counselor Education and Psychology also have outlined goals for the division and for each program.

**A. Division Goals for 2004-2005**

Faculty will meet early in the fall semester to discuss the following tentative goals for the division and the specific programs. Goals may be modified based on that discussion:

**Goal 1: Successfully mentor new division faculty members into their teaching, scholarship and service functioning within the university**  
**Outcomes:** Strengthen division, COE and university functioning; improve program development and functioning; enhance creative potential; prevent isolation and burnout

**Goal 2: Division faculty members will develop electronic or online components of every course taught in the division**  
**Outcomes:** Cut copying costs by 25%; help students develop expertise in using learning technologies; help faculty develop expertise in developing and using learning technologies; stay current with trends in higher education

**Goal 3: Division faculty will develop a division mission statement with specific objectives**  
**Outcomes:** Solidify identity and purpose; meet SACS and NCATE accreditation standards

**Goal 4: Division faculty will develop a comprehensive recruitment program and schedule of recruitment opportunities**  
**Outcomes:** More intentional, organized, and targeted use of resources for recruitment; increase student numbers in programs

**Goal 5: Division faculty will improve in their research and scholarship activities**  
**Outcomes:** More collaborative research opportunities; increase in professional presentations and publications; more active and knowledgeable faculty

**Goal 6: Division faculty will incorporate “student engagement” strategies in their respective teaching styles**  
**Outcomes:** Increase in student engagement; improvement in student academic performance; enhance retention of program students; better prepare students for professional functioning
B. Counselor Education Program Goals for 2004-2005

Goal 1: Finalize development of a doctoral track in Counselor Education
Outcomes: Strengthen counselor education, mental health supervision and administration within the Mississippi Delta; offer advanced graduate study opportunities; strengthen existing doctoral program

Goal 2: Develop Specialist track in School Counseling
Outcomes: Offer advanced training for school counseling graduates; improve school counselor salaries

Goal 3: Change “Community Counseling” Program to “Mental Health Counseling”
Outcomes: Improve credibility for program graduates; stay current with direction of profession

Goal 4: Develop alternate course scheduling for graduate courses
Outcomes: Improve scheduling flexibility and course accessibility for students; increase ability to offer essential courses; prepare for increase teaching load in doctoral program

Goal 5: Initiate research component in the Practicum course
Outcomes: Improve training and counseling outcomes in the counseling lab; increase faculty expertise in the use of the OQ-45 and orientation to assessment; increase faculty scholarship

C. Psychology Program Goals for 2004-2005

Goal 1: Increase Number of Majors
Outcomes: Stronger, more competitive, productive, and visible program

Goal 2: Psychology Curriculum Development
Outcomes: Capitalize on the strength of the faculty to become a stronger program; increase flexibility of program electives; improve education of students; improve student graduate school preparation; improve student career preparation; align curriculum with program mission

Goal 3: Create PSY 101 Research Participant Pool
Outcomes: Create consistent availability of participants that will increase the ease and the amount of faculty/student research; increase ability for better random sampling (more precise approximation to population)

Goal 4: Develop Student Advising Organization
Outcomes: Faculty will have equal number of advisees, the advisement process will be more organized, and advisement errors will be reduced, increased organization

Goal 5: Strengthen Program Organization
Outcomes: Increased organization, increased availability of essential material, more efficient and productive program
Goal 6: Strengthen Student Organizations
Outcomes: Interpersonal experience in program, increased student interaction, more cohesive student body, increased student activity, increased student service, and stronger, more competitive, visible program

Goal 7: Develop Psychology Faculty (and other COE Faculty) Research Collaboration
(Long-Term Goal)
Outcomes: Increased research activities, publications, presentations, collaboration, productivity, and stronger program

Goal 8: Create Fund Raising Program (Alumni) & Research Grants (Long-Term Goal)
Outcomes: Increased funds to strengthen research endeavors, participate in important conferences, and enhance teaching

Goal 9: Develop Annual Undergraduate Research Conference (Long-Term Goal)
Outcomes: Good outlet for student research, great experience for students, increased communication with community colleges/universities, increased recruitment, and stronger, more competitive, and visible program

D. Expected outcomes for each program

1. Assessment data indicating whether expected outcomes are achieved
   As division faculty meet, they will determine reasonable and specific assessment data indicating how well goals and outcomes will be met. The goal of this determination will be to review existing assessment processes, determine their workability and revise where needed for developing a reasonable working process that is targeted to essential program functioning. This process will include multiple assessment techniques.

2. Evidence of multiple assessment techniques, including list of programs evaluated by external accrediting agencies
   To date the division uses multiple assessment techniques. Specifically, each program’s faculty are evaluated on their teaching effectiveness by a specific teacher/course evaluation instrument. Faculty meet with the chair once a year to review performance in the areas of teaching, scholarship, and service.

   Assessing student outcomes in division programs will be the focus of faculty attention this coming year. While many outcomes are course related (e.g., content acquisition), assimilation and use of course content will be assessed through the following culminating experiences:
Psychology:

- A newly developed course in service learning: PSY 425
- A newly developed process of a psychology undergraduate participant research pool
- Students and faculty engaged in collaborative research projects, scholarship and attendance at and participation in professional conferences
- Increased student to student interaction within professional societies (e.g., Psi Chi and Psychology Club)
- Tracking graduates in their job and/or graduate school placement

Counselor Education: Because the Counselor Education program is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP), the following specific assessment requirements are in place:

- Evaluation of student acquisition of basic interviewing skills and counselor dispositions at the start of the program (this includes faculty collaboration and viewing of taped portions of counseling work)
- Evaluation of internships (including intern self-evaluation, evaluation of the site and supervisor, and the supervisor evaluation of the intern)
- Program evaluations by students
- Program evaluations by site supervisors
- Program evaluations by employers of program graduates
- Comprehensive examinations
- Rate of successfully passing the National Counselor Examination (NCE)
- Tracking graduates in their job and/or graduate school placement

3. Evidence that the following factors are considered when evaluating the degree of success of student achievement:
   a. Course completion
      Student completion of coursework with the appropriate GPA is an indicator of program success and a topic of faculty discussion.

   b. State licensing examinations
      Students in the community counseling track are eligible to take the National Counselor Examination (NCE) which serves as the state licensing examination. Students in the school counseling track are required to take the Praxis I and II (Specialty area in school counseling) to be eligible for licensing as an educator in the state.

   c. Job placement rates
      Students are informally tracked as to their job placement. Faculty will work to determine more stringent processes to more formally and accurately track job placement in program graduates.
4. Evidence that assessment results are analyzed and that this analysis leads to improvement (proof of follow-up on last year’s goals)
   This is yet to be determined as the division is newly formed and continues to develop the basis from which to operate. However, programmatically, faculty meeting minutes indicate discussion of program evaluation and changes made to more effectively meet student needs.

5. Evidence of continuing improvement
   Evidence that programs continue to improve includes:
   - Increased enrollment (recruitment efforts)
   - More stringent standards that faculty adhere to and expect students to meet (accreditation standards)
   - Site supervisor and employer survey data (quality of program graduates)

6. Evidence that DSU is effectively accomplishing its mission
   This will continue to occur as division administration interface with university administration in their goals and objectives (i.e., accreditation processes).

7. Evidence that students are achieving identified general education competencies
   Student GPA is an indicator that students have met specific course requirements. Other specific assessment procedures will be developed this next year.

8. Evidence of ongoing professional development of faculty as teachers, scholars, and practitioners
   See Division Faculty and Staff Accomplishments for 2003, p. 5

VI. Quality Enhancement Plan

The University Quality Enhancement Plan focuses on student engagement. With this in mind, the college and division have targeted several specific items to address improvement in this area:

1. Evidence that QEP initiatives are being implemented
   Division faculty will plan and begin to implement a process of QEP initiatives related to program functioning to report in next year’s annual report.

   a. Evidence of increased use of technology and web-based communication in classroom activities and assignments
   Evidence already exists to substantiate that technology and web-based applications are implemented in division coursework. The following courses have implemented these procedures into delivery and assimilation of the course curriculum:
      Counselor Education: CED 600, 601, 602, 604, 605, 606, 611, 615, 616, 617, 618, 670
      Psychology: PSY 101, 102, 200, 201, 307, 308, 315, 402, 420 and 492
      Educational Psychology: EPY 341
b. Evidence of increased student-student and student-faculty interaction
   Faculty will assess an increase in student-student and student-faculty
   interaction through student engagement measures and processes.

c. Evidence of improvements in students' communication skills
   There are multiple means for students to increase in communication skills
   within division programs. Faculty are committed to providing opportunities
   for students to enhance skills through the following:
   - Written assignments
   - Classroom presentations (with incorporated technologies like
     PowerPoint)
   - Interactions between students and role-plays
   - Service learning, practicum and internships
   - Out of class activities and socials
   - Division sponsored conferences (i.e., Spring Conference)

d. Evidence of increased feedback from students and of increased use of
   departmental review boards
   The Counselor Education Program has implemented student representation in
   programmatic and policy change and implementation. This representation
   comes largely through Chi Sigma Iota.
   The division will work toward developing and implementing student
   involvement and committee work toward collaborative learning.

2. Executive summaries of college/school reports for review by Academic Council
   In conjunction with division year-end reports, the college dean provides an
   executive summary for review by Academic Council.

VII. Budget Requests

Budgetary concerns are always important in support of vital academic programs and it is
so with the Counselor Education and Psychology Programs. Budgetary requests are
connected to division and program goals and address the following needs:

- Release time for faculty to develop research activities, including the use of
  sabbaticals for faculty to implement collaborative research with others at other
  institutions

- Resources available to hire at least one more faculty (at a minimum) for
  establishment of the doctoral track in Counselor Education.

- Resources for replacement of counseling lab equipment which quickly has
  become outdated with newer recording and supervision technologies. Connected
  with this are equipping the psychology labs with updated computer equipment
  and associated software.
• Resources for development of smart classrooms to keep current with learning technologies.

• Resources for increased an increased travel budget consummate with the increased expectation that division faculty become more prolific in research and scholarship, presentations at professional meetings and remaining active in governing councils and committees of professional organizations.

• Resources for establishing a travel budget for student research presentation in both Psychology and Counselor Education programs.

• Resources for reaccreditation processes connected to changes in the counselor education programs (i.e., doctoral track, “mental health” counseling, Ed.S. in school counseling and change in credit hours for M.Ed. program in school counseling).

VIII. Evaluation Calendar

Division faculty will convene as program components early in the fall 2004 semester and develop a time-line for program evaluation. This timeline will be established and tested as to the feasibility of its implementation and be refined for long-term use. Faculty evaluation adheres to established college and university timelines.
## Appendix A: Course Enrollments by Major

**Course Enrollment Counselor Education, Psychology, and Educational Psychology**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Spr 2003</th>
<th>Sum 2003</th>
<th>Fall 2003</th>
</tr>
</thead>
<tbody>
<tr>
<td>CED 600</td>
<td>20</td>
<td></td>
<td>28</td>
</tr>
<tr>
<td>CED 601</td>
<td>16</td>
<td>4</td>
<td>17</td>
</tr>
<tr>
<td>CED 602</td>
<td>10</td>
<td></td>
<td>9</td>
</tr>
<tr>
<td>CED 603</td>
<td>11</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CED 604</td>
<td>9</td>
<td></td>
<td>12</td>
</tr>
<tr>
<td>CED 605</td>
<td>13</td>
<td></td>
<td>9</td>
</tr>
<tr>
<td>CED 606</td>
<td></td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>CED 607</td>
<td></td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>CED 609</td>
<td>10</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>CED 610</td>
<td>6</td>
<td></td>
<td>12</td>
</tr>
<tr>
<td>CED 611</td>
<td></td>
<td>13</td>
<td></td>
</tr>
<tr>
<td>CED 612</td>
<td>19</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CED 615</td>
<td></td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>CED 616</td>
<td></td>
<td></td>
<td>22</td>
</tr>
<tr>
<td>CED 617</td>
<td></td>
<td>11</td>
<td></td>
</tr>
<tr>
<td>CED 618</td>
<td>17</td>
<td>5</td>
<td>20</td>
</tr>
<tr>
<td>CED 619</td>
<td>2</td>
<td></td>
<td>14</td>
</tr>
<tr>
<td>CED 620</td>
<td></td>
<td></td>
<td>13</td>
</tr>
<tr>
<td>CED 621</td>
<td>7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CED 622</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CED 670</td>
<td></td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>CED 705</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CED 725</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CED 758</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CSP 616</td>
<td>19</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>CUR 608</td>
<td>34</td>
<td>17</td>
<td>37</td>
</tr>
<tr>
<td>EPY 341</td>
<td>26</td>
<td>12</td>
<td>30</td>
</tr>
<tr>
<td>EPY 601</td>
<td>28</td>
<td>17</td>
<td>37</td>
</tr>
<tr>
<td>EPY 851</td>
<td>8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EPY 856</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ELR 605</td>
<td>26</td>
<td>29</td>
<td>24</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Spr 2003</th>
<th>Sum 2003</th>
<th>Fall 2003</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 101</td>
<td>38</td>
<td>15</td>
<td>35</td>
</tr>
<tr>
<td>PSY 102</td>
<td>26</td>
<td>7</td>
<td>29</td>
</tr>
<tr>
<td>PSY 200</td>
<td>24</td>
<td></td>
<td>17</td>
</tr>
<tr>
<td>PSY 201</td>
<td>7</td>
<td></td>
<td>12</td>
</tr>
<tr>
<td>PSY 302</td>
<td>38</td>
<td></td>
<td>35</td>
</tr>
<tr>
<td>PSY 305</td>
<td>10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSY 307</td>
<td>35</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>PSY 308</td>
<td></td>
<td>11</td>
<td></td>
</tr>
<tr>
<td>PSY 310</td>
<td></td>
<td></td>
<td>7</td>
</tr>
<tr>
<td>PSY 315</td>
<td></td>
<td></td>
<td>15</td>
</tr>
<tr>
<td>PSY 320</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSY 390</td>
<td></td>
<td>11</td>
<td></td>
</tr>
<tr>
<td>PSY 402</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSY 403</td>
<td></td>
<td></td>
<td>22</td>
</tr>
<tr>
<td>PSY 405</td>
<td>30</td>
<td>16</td>
<td>29</td>
</tr>
<tr>
<td>PSY 409</td>
<td>16</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSY 425</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSY 450</td>
<td>8</td>
<td></td>
<td>9</td>
</tr>
<tr>
<td>PSY 492</td>
<td>1</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>PSY 503</td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>PSY 592</td>
<td></td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>CED 480</td>
<td>1</td>
<td></td>
<td>11</td>
</tr>
<tr>
<td>CED 580</td>
<td></td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>CED 608</td>
<td></td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>CED 689</td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>CED 759</td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>EPY 853</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSY 202</td>
<td>11</td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>PSY 404</td>
<td>8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSY 415</td>
<td></td>
<td>8</td>
<td></td>
</tr>
</tbody>
</table>
Appendix B
Program Majors by Gender and Minority – Spring, 2004

<table>
<thead>
<tr>
<th>Major</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
<th>Minorities</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>#</td>
<td>%</td>
<td>#</td>
<td>%</td>
</tr>
<tr>
<td>Psychology</td>
<td>14</td>
<td>19.7</td>
<td>57</td>
<td>80.3</td>
</tr>
<tr>
<td>Counselor Education</td>
<td>23</td>
<td>25.0</td>
<td>69</td>
<td>75.0</td>
</tr>
</tbody>
</table>

Appendix C
Student Credit Hours Summary by Level – Spring, 2004

<table>
<thead>
<tr>
<th>Major</th>
<th>Lower</th>
<th>Upper</th>
<th>Graduate</th>
<th>COE Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>#</td>
<td>%</td>
<td>#</td>
<td>%</td>
</tr>
<tr>
<td>Counselor Education</td>
<td>1,008</td>
<td>41.8</td>
<td>750</td>
<td>31.1</td>
</tr>
<tr>
<td>and Psychology</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Course Designations:
Lower: 100 and 200
Upper: 300 and 400
Graduate 500 and up