I. **Unit Title:** Division of Counselor Education and Psychology

**School or College:** College of Education

**Unit Administrator:** Dr. Matthew R. Buckley
II.a. Learning Outcomes (Counselor Education Program)

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<thead>
<tr>
<th>A. Learning Outcome</th>
<th>B. Data Collection and Analysis</th>
<th>C. Results of Evaluation</th>
<th>D. Use of Evaluation Results</th>
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<tbody>
<tr>
<td><strong>A. Learning Outcome</strong>&lt;br&gt;What should a graduate in the <strong>Counselor Education</strong> major know, value, or be able to do at graduation and beyond?</td>
<td><strong>B. Data Collection and Analysis</strong>&lt;br&gt;1. What assessment tools and/or methods will you use to determine achievement of the learning outcome? 2. Describe how the data from these tools and/or methods will be/have been collected. 3. Explain the procedure to analyze the data.</td>
<td><strong>C. Results of Evaluation</strong>&lt;br&gt;What were the findings of the analysis?</td>
<td><strong>D. Use of Evaluation Results</strong>&lt;br&gt;1. List any specific recommendations. 2. Describe changes in curriculum, courses, or procedures that are proposed or were made/ are being made as a result of the program learning outcome assessment process.</td>
</tr>
<tr>
<td><strong>Outcome 1.</strong> Counseling students will have a knowledge base in the eight CACREP core areas.*&lt;br&gt;GE-1; SP-1, 5; QEP-1, 3, 4</td>
<td>1. The <strong>two</strong> assessment instruments used in determining acquisition of content knowledge in the program are the <strong>CPCE</strong> (Counselor Preparation Comprehensive Exam) and the <strong>NCE</strong> (National Counselor Exam). The CPCE is offered every semester and students are eligible to sit for the exam after taking CED 609; the NCE is offered every spring semester and students are eligible to sit for the exam while they are in their last semester of coursework in the program. 2. Scores from the CPCE are generated through Center for Credentialing in Education (CCE) an affiliate with the National Board of Certified Program faculty review results of the CPCE and the NCE in formal faculty meetings and discuss changes to curriculum within the program and in specific courses. Faculty determined that student acquisition in content areas remains stable and that practical application of student learning (skills, conceptualization, relationship building, theoretical orientation, ethical functioning, etc.) remains strong. While exact correlations between the CPCE and the NCE cannot be drawn from the current DSU data, national data indicates a .9 correlation between passing the CPCE and passing the NCE. Faculty anticipate that program students</td>
<td>Data from the last three years indicate that DSU student pass rates are strong and means and standard deviations are at or slightly below national norms (CACREP and non CACREP programs) [see summary tables at end of Learning Outcomes (Counselor Education Program) table]. A few students have retaken the CPCE more than 3 times. For these students, at the end of each retake, they schedule an appointment with a faculty member to review problem areas and develop strategies and resource lists in preparation for the next test administration.</td>
<td></td>
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</table>

*
Counselors (NBCC), which generates the scores for the NCE. The CPCE scores are generated each semester and the NCE scores are generated once a year in the spring. The CPCE test summary also provides descriptive statistical data to compare program results with national results; the NCE also has national data with comparisons with CACREP and non-CACREP programs.

3. Data from test results are distributed to faculty for review in preparation for a discussion in a faculty meeting (or multiple faculty meetings as needed). At these faculty meetings, strategies are developed that will help students perform better on these instruments including program preparation workshops, professionally prepared test prep materials, and curricular changes within targeted courses.

**Outcome 2. Counseling Students** will have a strong skills base in relationship building skills, theoretical

| Counseling students are observed closely in at least five clinical courses (CED 630, 601, 604, 609, and 610 or 619) | For the fall 06 and spring 07 semesters, documented observations indicated that 10 students self-selected out in | Documented observations indicate that faculty maintain rigor in their assessment of student skill acquisition and |
| Outcome 3. Counseling students will have a disposition towards professional and ethical conduct, a sensitivity toward and ability to effectively work with diverse populations, and an acceptance of the personhood of those with whom they work. | Documented taped session reviews in 630 and 604 and site supervisor observations reflected in formal evaluations serve to monitor student progress. | CED 630; 6 students self-selected out of the program or were mandated to repeat the course in CED 604; all students passed CED 609; and all students passed CED 610 or CED 619. This multiple evaluation procedure is determined by program faculty to be an effective “gate keeping” process. | that students who fail to meet established benchmarks self-select out of the program, are remediated, or advised out of the program. |

| Outcome 4. Counseling students will have an appreciation for research and presentation at professional conferences and activity in professional organizations. | Students are required as part of their internship experiences (CED 610 or 619) to present at a professional conference. Many take the opportunity to present at the F.E. Woodall. | Students are observed and/or required to submit documentation of these presentations; during the 07-08 year 15 students presented or co-presented at MCA and/or | This continues to be an ongoing requirement in the program. Faculty continue to dialogue about how to motivate students to become members of state and national professional |
GE-2; SP-1, 5; QEP-1, 3, 4
Annual Spring Conference or the state’s MCA conference.
the F.E. Woodall Spring Conference
organizations (MCA; ACA).

*Professional Identity
Helping Relationships
Assessment
Group Work
Career Development
Human Growth and Development
Social and Cultural Diversity
Research and Program Evaluation

Summary Tables

<table>
<thead>
<tr>
<th>CPCE Administration Dates</th>
<th># of Students Tested</th>
<th># of Students Passed</th>
<th>Pass Rate %</th>
</tr>
</thead>
<tbody>
<tr>
<td>4/08 (spring 08) retake</td>
<td>4</td>
<td>3</td>
<td>75%</td>
</tr>
<tr>
<td>3/08 (spring 08)</td>
<td>10</td>
<td>5</td>
<td>50%</td>
</tr>
<tr>
<td>11/07 (fall 07) retake</td>
<td>8</td>
<td>3</td>
<td>38%</td>
</tr>
<tr>
<td>10/07 (Fall 07)</td>
<td>12</td>
<td>1</td>
<td>8%</td>
</tr>
<tr>
<td>3/07 (spring 07) retake</td>
<td>6</td>
<td>3</td>
<td>50%</td>
</tr>
<tr>
<td>3/07 (spring 07)</td>
<td>10</td>
<td>3</td>
<td>30%</td>
</tr>
<tr>
<td>11/06 (fall 06) retake</td>
<td>5</td>
<td>4</td>
<td>80%</td>
</tr>
<tr>
<td>10/06 (fall 06)</td>
<td>10</td>
<td>7</td>
<td>70%</td>
</tr>
<tr>
<td>7/06 (summer 06)</td>
<td>16</td>
<td>11</td>
<td>69%</td>
</tr>
<tr>
<td>4/7/06 (Spring 06) retake</td>
<td>5</td>
<td>3</td>
<td>60%</td>
</tr>
<tr>
<td>3/3/06 (Spring 06)</td>
<td>10</td>
<td>4</td>
<td>40%</td>
</tr>
</tbody>
</table>
### National Counselor Exam (NCE) Pass Rates

<table>
<thead>
<tr>
<th>NCE Administration</th>
<th># of Students Tested</th>
<th># of Students Passed</th>
<th>Pass Rate %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 07</td>
<td>15</td>
<td>9</td>
<td>60%</td>
</tr>
<tr>
<td>Spring 06</td>
<td>9</td>
<td>4</td>
<td>44%</td>
</tr>
<tr>
<td>Spring 05</td>
<td>7</td>
<td>6</td>
<td>86%</td>
</tr>
<tr>
<td>Spring 04</td>
<td>10</td>
<td>8</td>
<td>80%</td>
</tr>
<tr>
<td>Spring 03</td>
<td>8</td>
<td>7</td>
<td>88%</td>
</tr>
</tbody>
</table>

### II.b. Learning Outcomes (Psychology Program)

#### A. Learning Outcome

What should a graduate in the Psychology major know, value, or be able to do at graduation and beyond?

Students will demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology, including the areas of learning, cognition, development, biological psychology, research methods, and statistics.

**GE – 1, 2, 5, 6, 9, 10; SP – 1;**

#### B. Data Collection and Analysis

1. What assessment tools and/or methods will you use to determine achievement of the learning outcome?

   - Assessment in PSY courses via tests, papers, & assignments.
   - PSY 490 (Senior Seminar) Capstone Course Assessment
     - GRE PSY subject test.
     - Chapter tests over PSY subject areas.
     - Journal article presentations & discussions which are graded based on content.

2. Describe how the data from these tools and/or methods will be/have been collected.

3. Explain the procedure to analyze the data.

#### C. Results of Evaluation

What were the findings of the analysis?

Average GRE PSY scores:

- Unselected PSY students = 458
- *Highly selected national students = 500 (students planning on attending PSY graduate school)*

Note - PSY students are a little below the national average. But ALL PSY students take

#### D. Use of Evaluation Results

1. List any specific recommendations.

2. Describe changes in curriculum, courses, or procedures that are proposed or were made/are being made as a result of the program learning outcome assessment process.

Faculty agreed to offer more deep learning, hands-on activities in PSY courses (i.e., in-class demonstrations, simulations, and experiments).

Tests are periodically revised to reflect current course content.
<table>
<thead>
<tr>
<th>QEP – 1, 2, 4</th>
<th>the GRE in PSY 490, not just the ones planning on attending graduate school (this brings down the average). Note - PSY students accepted into psychology graduate programs averaged a score of 540 on the GRE PSY. Based on this comparison, the average PSY student has a high knowledge base in psychology. Mean chapter test and journal article presentation/discussion scores are high (i.e., 78% and 88%, respectively). Recommendations – Continue to track differences in performance between PSY students who plan on attending graduate school and those who plan on starting a post-baccalaureate career and try to improve scores for both groups.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will apply basic research methods in psychology, including research design, data analysis, and interpretation.</td>
<td>Assessment in various PSY courses (200, 201, 315, 402, 404, 493) through tests, creation of surveys (validity, reliability), research proposals, and research projects. PSY 490 Capstone Course Assessment (1) GRE PSY subject test. (2) Chapter tests over PSY subject areas. (3) Journal article presentations &amp; discussions which are Average GRE PSY scores: Unselected PSY students = 458 (Research and PSY are so closely integrated that in order to do well on one a student would need to do well on the other. Thus, GRE PSY is a good measurement of research methods.) Mean chapter test and journal article presentation/discussion scores are high (i.e., 78% and 88%, respectively). Faculty agreed to have a research component in certain courses which are conducive to having a research component (i.e., class size and subject matter). PSY 493 (Independent Research) was developed in order that students could take a course solely devoted to conducting research and writing an APA research paper. However, PSY 493 was not</td>
</tr>
<tr>
<td>Students will use critical and creative thinking, skeptical inquiry, and, when possible, the scientific approach to solve problems related to behavior and mental processes.</td>
<td>Assessment in PSY courses through tests, papers, assignments, &amp; discussions.</td>
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<tr>
<td><strong>GE – 1, 3, 4; SP – 1; QEP – 1, 2, 4</strong></td>
<td><strong>PSY students produced a large number of research projects (20 professional research presentations in 2007-2008 [8 more than last year]).</strong></td>
</tr>
<tr>
<td><strong>Student research and presentation production (Students are required to incorporate conceptual learning in professional research presentations that require students to present concepts to professionals in the area of PSY.)</strong></td>
<td><strong>Assessment in PSY courses through tests, papers, assignments, &amp; discussions.</strong></td>
</tr>
</tbody>
</table>
discussions which are graded based on content, clarity, and presentation. 
pre-existing standards or goals.
Mean chapter test and journal article presentation/discussion scores are high (i.e., 77% and 86%, respectively).

**Recommendation -** Implementation of more deep learning, hands-on activities in PSY courses (i.e., in-class demonstrations, simulations, and experiments).

Students will demonstrate application of psychological principles to personal, social, and organizational issues.

**GE – 1, 5, 6, 7, 8, 10; SP – 1; QEP – 1, 2, 4**

**Assessment in PSY courses through application test questions, papers, and discussions.**

**PSY 490 Capstone Course Assessment**
(1) Application chapter test questions.
(2) Journal article discussions which are graded based on content, clarity, and presentation.

**Mean chapter test and journal article presentation/discussion scores are high (i.e., 78% and 88%, respectively).**

A Service learning course (PSY 425) was developed and offered in the summer and fall of 2007. Students completed volunteer work in psychology at over 15 different agencies. Their supervisor ratings were all exceptional. The course will also be offered again in the fall of 2008.

**Recommendation -** Implementation of more service learning activities.

Students will be able to use writing, oral communication, and interpersonal communication skills in various formats (e.g., essays, correspondence, technical papers, APA style empirically-based reports, literature reviews, theoretical papers, group discussion, debate, lecture, professional

**Assessment in PSY courses through application writing intensive assignments, essay tests, papers, and oral research presentations.**

**PSY 490 Capstone Course Assessment**
(1) Journal article discussions & presentations which are graded based on content, clarity, and presentation.

**Mean chapter test and journal article presentation/discussion are high (i.e., 78% and 88%, respectively).**

2.90 GRE Analytical Writing I
(Note – 3.00 is required for acceptance in to DSU graduate school.)

Faculty agreed to offer more writing intensive assignments and presentation/discussion activities in PSY courses.

PSY 493 (Independent Research) was developed in order that students could take a course solely devoted to conducting research and writing an APA research paper.
presentation) and for various purposes related to psychology (e.g., informing, defending, explaining, persuading, arguing, teaching).

| GE – 1, 2, 5, 7, 8, 9, 10; SP – 1; QEP – 1, 2, 4 | graded based on content, clarity, and presentation. (2) GRE Analytical Writing test | PSY students produced a large number of research projects (20 professional research presentations in 2007-2008 [8 more than last year]). | However, PSY 493 was not offered in Spring 08 due to low enrolment and is not projected to be offered again because funding is based on numbers and the course is not conducive to an enrolment of 10 or more.

Recommendations – Since the majority of undergraduate research projects are carried out voluntarily and PSY 493 is not viable based on the current funding formula, increase research opportunities in courses which are conducive to having a research component and require students to present their findings in those courses.

III. Goals

Division/Department Goals for the Current Year (2007-08)

**Division Goals (2007-2008)**

**Division Goal #1: Division faculty will examine external funding sources to supplement program initiatives.**

1. **Institutional Goal(s) supported by this goal:** SP – 1, 2, 5

2. **Actual Results of the Evaluation:** Established lab fees for CED 602, 604 and funds from intersession courses. Approximately $12,000 in additional revenue was raised for maintenance of counseling lab and the assessment course.

3. **Evaluation Procedure(s):** Determined which courses needed additional funding in order to accomplish initiatives.

4. **Use of Evaluation Results:** Additional funds will solicited from potential grants and other funding sources.
CED Program Goal #1: Refurbish and develop a state of the art counseling lab for the counseling program.

1. Institutional Goal(s) supported by this goal: SP – 1, 2, 5; QEP - 3
2. Actual Results of the Evaluation: This goal was achieved in January, 2008.
3. Evaluation Procedure(s): Student course evaluations for CED 604 in spring 2008 indicated that students enthusiastically and positively received the new lab.
4. Use of Evaluation Results: Faculty will utilize updated lab to enhance supervision of counseling students and interns and examine meaningful ways to incorporate research methodology into its use.

CED Program Goal #2: Prepare School Counseling Program for a new School Counseling Program Coordinator.

1. Institutional Goal(s) supported by this goal: SP – 1, 2, 3, 4, 5
2. Actual Results of the Evaluation: A new school counseling coordinator was hired starting summer 08; John Hawkins. Orientation preparation was organized and implemented.
3. Evaluation Procedure(s): Determined what would be needed to streamline the process.
4. Use of Evaluation Results: Faculty member hired.

CED Program Goal #3: Faculty will incorporate more web-based components into the program curriculum and on division website.

1. Institutional Goal(s) supported by this goal: SP – 1, 2, 3, 4, 5; QEP - 2
2. Actual Results of the Evaluation: Five division faculty were trained in the technology training institute during the academic year and incorporated online components in 16 courses in the division.
3. Evaluation Procedure(s): # of faculty trained; # of courses utilizing technology.
4. Use of Evaluation Results: Updating the website remains the central task for full completion of this goal.

CED Program Goal #4: Faculty will examine new CACREP standards and project and propose changes in the program based on these standards.

1. Institutional Goal(s) supported by this goal: SP – 1
2. Actual Results of the Evaluation: Counselor Education faculty discussed major aspects of the new CACREP standards and discussed how these changes will be implemented. Specific changes will begin to be incorporated into the program closer to the end of the accreditation cycle in 2012.
3. Evaluation Procedure(s): Actual implantation of the new standards from CACREP.
4. **Use of Evaluation Results:** Changes in program will include changing the master’s in school counseling to 48 hours, creating a 72 hour EdS degree program, and changing the community counseling program to a mental health counseling program.

**CED Program Goal #5:** Program faculty will conduct a feasibility study for implementing a summer Day Treatment institute.
1. **Institutional Goal(s) supported by this goal:** SP – 1, 2, 4, 5
2. **Actual Results of the Evaluation:** This goal was not realized.
3. **Evaluation Procedure(s):** Checkpoints were established to monitor progress.
4. **Use of Evaluation Results:** Faculty will continue to explore the feasibility of this goal and other institutes.

**Psychology Program Goals for 2007 - 2008**

**PSY Program Goal # 1:** Continue to develop the psychology program (Mentor and train new faculty to become more effective teachers, researchers, and transition into the role of “faculty member;” mentor and train new faculty to academically advise students (online system, curriculum, degree requirements, graduate check list, and so on), mentor and train faculty to understand DSU & Division policy and procedures (travel approval requests, IRB proposals, research grant proposals, and so on); help new faculty develop research programs and labs; encourage new faculty to participate in faculty-mentored undergraduate research with PSY students; encourage and help faculty become active in student activities (Psi Chi and Psychology Club); and foster collegiality among faculty).
1. **Institutional Goal(s) supported by this goal:** SP – 1, 2, 3, 4, 5; QEP - 1
2. **Evaluation Procedure(s):** Chair and student evaluations; Number of PSY majors per year; Retention and graduation rates of majors; Long-term retention of faculty, faculty and student research productivity.
3. **Actual Results of Evaluation:** With four new faculty having an additional year of experience at DSU, the psychology program is on its way to recovering from having four open positions (out of five) two years ago. However, there are still growing pains. Only one of the four faculty has started a research program. One is still trying to finish her dissertation. Some faculty still have problems with procedures for academic advising. Some of the new faculty members teaching evaluations were lower because of their teaching inexperience. The high faculty and student research productivity enjoyed by the PSY program is still lower due to having new faculty and program transition. However, student professional research presentations did increase from 12 to 20 this year. Some faculty have become involved in university committee work. One new faculty member is starting to publish consistently. All faculty are consistently involved in hosting symposia at two different conferences. Also, no faculty members are leaving this year.
4. **Use of Evaluation Results:** The results will be used to help shape a rebuilding program in the future. Faculty recognize that student recruitment and retention are long term goals and will look closely to identify variables that contribute to a decrease in majors.
**PSY Program Goal # 2 Review and Implement Recommendations from the PSY Program External Review**

1. **Institutional Goal(s) supported by this goal:** SP – 1, 2, 3, 4, 5; QEP - 2, 4
2. **Evaluation Procedure(s):** Chair and student evaluations; Number of PSY majors per year; Retention and graduation rates of majors; Long-term retention of faculty.
3. **Actual Results of Evaluation:** Several courses were revised, PSY 102 was revised and renamed Psychological Tools, an online lab component was added to PSY 101 in order to better organize and track the General Psychology Research Participation Pool, student recruitment material were revised, the Program adopted and now follow APA goals, syllabi were revised to look uniform and include course goals (based on program goals), learning objectives, specific objectives, and an uniform student conduct policy.
4. **Use of Evaluation Results:** Results will be used to modify the curriculum and PSY program in the future.

**PSY Program Goal # 3 Attend the Southeastern Conference on the Teaching of Psychology as a Group (Faculty Development)**

1. **Institutional Goal(s) supported by this goal:** SP – 1, 2, 3, 4, 5; QEP - 2
2. **Evaluation Procedure(s):** Chair and student evaluations; Number of PSY majors per year; Retention and graduation rates of majors
3. **Actual Results of Evaluation:** Attending SETOP in Atlanta a second time continued to ease the transition for new faculty. As a result of attending the conference, the PSY faculty moved closer to becoming more experienced and effective teachers. New teaching techniques to engage students were learned, shared, and implemented. Collegiality was fostered among PSY faculty. Actually, in Spring 2008, the psychology faculty hosted a symposium on engaging students using technology-based instruction and another symposium on using applied behavioral analysis in the class room. The faculty plan on hosting a third symposium next year at SETOP.
4. **Use of Evaluation Results:** Program faculty determined that the conference was very effective and increase collegiality. Thus, the faculty would like to attend the conference as a yearly retreat.

**PSY Program Goal # 4 Develop and Host a Teaching Symposium at DSU’s ROMEA Conference as a Group (Faculty Research Development)**

1. **Institutional Goal(s) supported by this goal:** SP – 1, 2, 4, 5
2. **Evaluation Procedure(s):** Peer evaluation of the symposium.
3. **Actual Results of Evaluation:** The transition for new faculty was further facilitated by hosting a second symposium at ROMEA in the fall of 2007. New teaching techniques to engage students were learned, shared, and implemented. Collegiality was fostered
4. **Use of Evaluation Results:** The symposium was well attended (over 30 people) and was a success. The PSY faculty plan on hosting a third symposium in fall 2008.
**PSY Goal #5: Develop Professional Behavior Patterns in Psychology Majors**

1. **Institutional Goal which was supported by this goal:** SP – 1, 2, 3; QEP – 1, 4
2. **Evaluation Procedure(s):** Faculty members will measure student attendance in each course and will develop and use an evaluation sheet of professional behaviors to be placed in each student’s advisement folder. Student progress will be discussed in faculty meetings during the year.
3. **Actual Results of Evaluation:** Data indicated a small increase in course attendance, professional behavior exhibited in class, punctuality, participation, responsibility, and initiative
4. **Use of Evaluation Results:** Faculty will consider the future use of program student evaluation to be used in writing student recommendation letters. Faculty will plan meetings with the Psi Chi and Psychology Club presidents and psychology majors to discuss the issue. Faculty members developed and hosted an orientation meeting in fall 2007 with all psychology majors to discuss program requirements and expectations. The orientation meeting will be hosted again in fall 2008.

**Division/Department Goals for Coming Year**

**Counselor Education Program Goals (2008-2009)**

**CED Program Goal #1:** Counselor Education faculty will conduct a feasibility study around developing a 48 hour master’s degree and a 72 hour EdS program in school counseling and transitioning the MEd program in community counseling into a Mental Health focus.

1. ++++++++++++++++++++++++++++++++++++++++++++++++++++++++++++++
2. **Expected Results:** The program will prepare for compliance with the new CACREP standards.
3. **Evaluation Procedure(s):** Changes in course curriculum, teaching assignments, and student input.
4. **Use of Evaluation Results:** Changes within the program.

**CED Program Goal #2:** Partnerships will be developed with community entities to transition the counseling lab into a fee-for-service based program.

1. **Institutional Goal(s) supported by this goal:** SP – 1, 2, 3, 4, 5
2. **Expected Results:** Increased funding source for the division.
3. **Evaluation Procedure(s):** Consultation with programs in other areas of the country and training of the lab director to oversee this transition.
4. **Use of Evaluation Results:** Restructuring and sustainability of the transition.

CED Program Goal #3: Train and support newly hired school counseling faculty, John Hawkins.
1. Institutional Goal(s) supported by this goal: SP – 1, 2, 3, 4, 5
2. Expected Results: Mr. Hawkins will complete his dissertation and be fully integrated as a faculty member within the program.
3. Evaluation Procedure(s): Course evaluations, weekly meetings with program coordinator and self evaluations.
4. Use of Evaluation Results: To continue to develop and strengthen the program faculty.

**Psychology Program Goals (2008-2009)**

**PSY Program Goal # 1: Continue to develop the psychology program (Mentor and train new faculty to become more effective teachers, researchers, and transition into the role of “faculty member;” mentor and train new faculty to academically advise students (online system, curriculum, degree requirements, graduate check list, and so on), mentor and train faculty to understand DSU & Division policy and procedures (travel approval requests, IRB proposals, research grant proposals, and so on); help new faculty develop research programs and labs; encourage new faculty to participate in faculty-mentored undergraduate research with PSY students; encourage and help faculty become active in student activities (Psi Chi and Psychology Club); and foster collegiality among faculty).**

1. Institutional Goal(s) supported by this goal: SP – 1, 2, 3, 4, 5; QEP – 1, 4
2. Expected Results: With 4 out of 5 faculty positions being new, growing pains are anticipated. New faculty teaching evaluations should gradually increase as they gain more experience. New faculty scholarly work production should increase gradually (next 2 or 3 years).
3. Evaluation Procedure(s): Chair and student evaluations; Number of PSY majors per year; Retention and graduation rates of majors; Long-term retention of faculty, faculty and student research productivity.
4. Use of Evaluation Results: The results will be used to help shape a rebuilding program in the future.

**PSY Program Goal # 2 Continue to implement recommendations from the PSY Program External Review.**

1. Institutional Goal(s) supported by this goal: SP – 1, 2, 3, 4, 5
2. Expected Results: The PSY program and curriculum will become stronger and more organized.
3. Evaluation Procedure(s): Chair and student evaluations; Number of PSY majors per year; Retention and graduation rates of majors; Long-term retention of faculty.
4. Use of Evaluation Results: Results will be used to modify the curriculum and PSY program in the future.

**PSY Program Goal # 3 Continue to Attend and host a symposium at the Southeastern Conference on the Teaching of Psychology as a Group (Faculty Development).**

1. Institutional Goal(s) supported by this goal: SP – 1, 2, 3, 4, 5
2. **Expected Results:** Psychology faculty will continue to gain experience and develop professionally. The psychology faculty will become more effective teachers. New teaching techniques to engage students will be learned, shared, and implemented. Collegiality will be fostered among psychology faculty.

3. **Evaluation Procedure(s):** Faculty will evaluate the symposium. A report will be sent to the Provosts office as a follow-up to the requested funds from the Kent and Janice Wyatt faculty development funds Faculty will also improve in their teaching as measured by the course evaluations over the course of the academic year.

4. **Use of Evaluation Results:** Results will be used to consider attending a similar conference as a group again.

**PSY Program Goal # 4 Continue to Develop and host a teaching symposium at DSU’s ROMEA Conference as a group (Faculty Research Development).**

1. **Institutional Goal(s) supported by this goal:** SP – 1, 2, 4, 5; QEP - 1
2. **Expected Results:** Psychology faculty will continue to gain experience and develop professionally. The psychology faculty will become more effective teachers. New teaching techniques to engage students will be learned, shared, and implemented. Collegiality will be fostered among psychology faculty. Collaboration and research productivity will be facilitated.

3. **Evaluation Procedure(s):** Faculty will evaluate the symposium. Faculty will also improve in their teaching as measured by the course evaluations over the course of the academic year.

4. **Use of Evaluation Results:** Results will be used to consider developing a symposium in the future.

**PSY Goal # 5: Develop Professional Behavior Patterns in Psychology Majors.**

1. **Institutional Goal which was supported by this goal:** SP – 1, 2, 3; QEP – 1, 4
2. **Expected Results:** Increase in course attendance, professional behavior exhibited in class, punctuality, participation, responsibility, and initiative.

3. **Evaluation Procedure(s):** Faculty members will measure student attendance in each course and will develop and use an evaluation sheet of professional behaviors to be placed in each student’s advisement folder. Student progress will be discussed in faculty meetings during the year.

4. **Use of Evaluation Results:** Faculty will consider the future use of program student evaluation to be used in writing student recommendation letters. Faculty will plan meetings with the Psi Chi and Psychology Club presidents and psychology majors to discuss the issue. Faculty will continue to host an orientation meeting for psychology majors in beginning of every fall semester.

**PSY Goal # 6: Encourage Faculty to Ensure Quality Course Content and Rigor in Intersession Courses.**

1. **Institutional Goal(s) supported by this goal:** SP – 1, 2, 4, 5
2. **Expected Results:** Intersession courses will be more consistent in regards to thorough course content and rigor.
3. **Evaluation Procedure(s):** Faculty will develop an assessment to ensure a consistent standard of rigor and course content between courses as a method of quality control. Faculty will develop an evaluation form as a group/curriculum committee. There will be an in-depth blind review and assessment process. All intersession course and proposed intersession courses will be subjected to the assessment.

4. **Use of Evaluation Results:** Results will be used to consider if faculty will be able to teach particular courses as intersession courses. Results will encourage faculty to critically examine their content and delivery for intersession courses and revise such content and delivery as the curriculum committee sees fit.

**PSY Goal # 7: Encourage Faculty to Increase the Number of Online/Hybrid Course Offerings.**

1. **Institutional Goal(s) supported by this goal:** SP – 1, 2, 4, 5; QEP - 2
2. **Expected Results:** Psychology faculty will start to develop more online/hybrid courses offerings. With more online/hybrid course offerings, it will be more convenient for nontraditional students and distance students to take psychology courses.
3. **Evaluation Procedure(s):** Student evaluations; Number of psychology majors per year; Retention and graduation rates of majors
4. **Use of Evaluation Results:** Results will be used to consider offering more hybrid/online courses.

**Data and Information for Department:**

The mission of the Division of Counselor Education and Psychology is to provide professional education in the areas of Counselor Education and Psychology to prepare students to work within human services settings and prepare for graduate training.

The Division of Counselor Education and Psychology provides leadership in two areas of human services in the Mississippi Delta: Counselor Education and Psychology. The Counselor Education graduate program emphasizes all aspects of the developing counselor within school and community settings. The curriculum is developed under the accreditation guidelines established by The Council for Accreditation of Counseling and Related Educational Programs (CACREP) and focuses on developing an ethical and professional knowledge base and skill competency. Two practicum and two internship experiences provide a diversity of client/counselor encounters that inculcate content into practice. Program graduates are highly recruited by employers for work in and outside of the Delta.

The Psychology undergraduate program consists of committed, knowledgeable, and engaging faculty who represent a diverse selection of the subfields of psychology. Through course work and one-on-one research opportunities with faculty, students have the opportunity to develop the skills and competence in psychology needed for graduate school or employment in human service settings. Students develop expertise in the research process and experience working with diverse populations.

IV.
The following tables represent data for the Division of Counselor Education and Psychology regarding Grants, Contracts, Partnerships and Other Accomplishments, Economic Development, Diversity Compliance Initiatives and Progress and comparison of enrollment by major (IV.A), division graduates by major (IV.B), and credit hour production by discipline (IV.C).

**Grants, Contracts, Partnerships and Other Accomplishments:** In September, 2007 the Counselor Education program entered into a partnership with Behavioral Services, LLC, a Head Start research agency to provide for multiple paid internship sites and experiences for our counseling students. To date, one intern has successfully completed this internship and rated her internship experience as exceptional. The program has expanded this partnership and in Spring 2008 offered internship experiences for an additional two students. The company will also contract with the Counseling Lab to provide EAP services for some of its constituents starting in Fall 2008. We anticipate that this will stimulate counseling services for other segments within the Delta region. This year the Counselor Education program has also partnered with Mississippi Licensed Professional Counselor Association (MLPCA) to host Clinical Supervision Trainings for LPCs in the state.

**Noteworthy activities and accomplishments:**

The Division of Counselor Education and Psychology has undergone some significant transitions regarding personnel but during these changes has continued to make significant progress in strengthening existing pedagogy and developing resourceful approaches to teaching, research and scholarship, and service. Division faculty and staff are professionally active and dedicated to serving students and colleagues. The following presents highlights of division accomplishments for the academic year 2007-2008:

**Counselor Education:**

- 4/07 – Dr. Buckley assumes leadership of the division after serving as interim dean of the COE.
- 5/07 – 3/08 – Prolific scholarship occurs within that program and Drs. Sheperis, Simpson, and Buckley account for 24 book chapters, journal articles and other publications.
- 7/07 – 5/08 – Ms. Jackson initiates her first year of teaching as an instructor with positive feedback from students. She is ABD and will complete her dissertation by 5/09.
- 8/07 – Dr. Sheperis secures a contract with Behavioral Services, LLC to provide internship site experiences for Counselor Education students. Throughout the year this service expands to take in more students and strengthen the training functioning of the program.
- 8/07 – Dr. Buckley presents on group work with Alzheimer’s patients at the State Alzheimer’s Association in Philadelphia MS.
- 9/07 – Dr. Sheperis Chairs the ROMEA conference committee and she, Dr. Simpson, and several psychology faculty present at the ROMEA conference.
• 9/07 and 5/08: The Counselor Education Program hosts the Mississippi Licensed Professional Counselor’s Association in offering supervision training for Licensed Professional Counselors throughout the state in order to meet the needs of the change in Rules and Regulations of the LPC Board that starting July 1, 2008, all LPCs who supervise will be required to be trained and certified in clinical supervision. This Partnership with MLPCA is unprecedented and continues to strengthen the reputation of DSU’s counselor education program throughout the state.
• 11/07 – Dr. Sheperis is elected as the new President of MLPCA.
• 11/07 – DSU students and alumni make a record showing at Mississippi Counselor Association conference in Philadelphia, MS. Multiple student/faculty co-presentations occur.
• 12/07 – Under the direction of Dr. Buckley, the counseling lab is refitted with modern recording equipment and refurbished with new furniture and furnishings (established by committee of Drs. Simpson and Sheperis, and Ms. Jackson and Ms. Willis). The concept, planning, contracting and construction of the lab is conducted and financed through an unfilled line within the division budget.
• 3/08 – Drs. Buckley, Sheperis, and Simpson present at American Counseling Association in Honolulu, HI on crisis response to the Hurricane Katrina disaster and the “Nurturing the Nurturers” program established in the state.
• 4/08 – the 27th Annual F.E. Woodall Spring Conference for the Helping Professionals is held with a strong keynote address (Dr. Robyn Williams of Walden University) and with record attendance.
• 4/08 – Dr. Simpson heads the Chi Sigma Iota initiation and awards recognition dinner for the program with record attendance.
• 1/08 – 5/08 – The Counselor Education faculty engage in a search for a new faculty member and the search culminates in the hire of a new faculty member with an emphasis in School Counseling, John Hawkins, who will start summer, 2008.
• 5/08 – A search ensues and a new division secretary; Undra Williams is hired.

Psychology:
• Psychology program is still undergoing an unprecedented transition (4 new faculty members out of 5).
• All new psychology hires were trained in use Blackboard and are now using Blackboard for all of their courses.
• All psychology courses are now web-assisted, hybrid, or online.
• Curriculum Committee created an online lab component for PSY 101 to better organize and track the student research participation.
• Psychology faculty developed, organized, and conducted a psychology major orientation in the beginning of fall 2007.
• Program faculty continue to develop and maintain collaborative undergraduate research experiences with students, faculty and student and faculty presentations at state and regional conferences receiving awards for student work.
• The psychology undergraduate research travel fund was continued to fund student travel to regional and national conferences through the royalties generated from the sales of the Psychology Program’s custom General Psychology textbook.
• Faculty continue to develop and teach selected coursework in an online and web-based format.
• All psychology faculty hosted a Student Engagement symposium at ROMEA and presented original research.
• All psychology faculty attended the Southeastern Conference on the Teaching of Psychology in Atlanta, hosted two symposia (Using Technology to Engage Students and Applied Behavioral Analysis in the Classroom), and presented original research.
• Several Psychology faculty volunteered and graded Writing Proficiency Exams.
• Psi Chi and the Psychology Club also continue to be viable and important component of program efforts to develop students.
• Fall, 2006 – Spring, 2007: Faculty / Student Research (program faculty involved 35 students in research projects that resulted in 20 student presentations including Dr. Jones’ students winning first place for best research paper at the Mississippi Academy of Sciences and Dr. Hutchens’ students winning first place for best undergraduate paper at the DSU Research and Scholarship Showcase; this research activity continues to stimulate a disposition toward research within these students).
• Fall, 2007 – Spring, 2008: Multiple service projects and fundraisers for Psi Chi and Psychology Club (these included a bake sale and raffle, garage sales, and T-shirt sale among others).
• Fall 2007: Student Engagement Symposium at ROMEA (hosted by all psychology faculty, organized by Dr. Scott Hutchens)
• November, 2007: Psi Chi Induction ceremony (4 new student members inducted).
• February, 2008: Psychology Retreat (All psychology attended and hosted symposia at the Southeastern Conference on the Teaching of Psychology in Atlanta, retreat organized by Dr. Scott Hutchens).
• March, 2008: Southeastern Psychological Association Conference. (Psi Chi sponsored 2 students to attend the conference held in Charlotte, NC, organized by Dr. Scott Hutchens).
• April, 2008: Psi Chi Induction ceremony (8 new student members inducted).
• Ms. Culver presented original research at the MSERA conference.
• Ms. Culver published a research paper with her dissertation chair in the journal "Teaching Professor."
• Dr. Drury presented original research at the Southeastern Psychological Association (Charlotte, NC).
• Dr. Drury presented in a symposium on Teaching Research Methods with faculty at Kennesaw State University at the Southeastern Conference on the Teaching of Psychology in Atlanta.
• Dr. Drury served on the SEC committee.
• Dr. Drury took over the role of SEC Chair on March 4th.
• Dr. Drury coordinated, organized and hosted 2 lunches for SEC April 30 & QEP May 5; SEC/Student Engagement Committee lunch was year-end wrap-up for feedback and celebration of effort to acclimate and strengthen first-year faculty to university. Attendance was excellent year-round and feedback was positive and helpful. QEP/Quality Enhancement Plan lunch launched effort to compile SACS accreditation component related to student engagement, a formal charge of DSU as required by SACS. There is a major report due 11/09, for which the 15-person committee is responsible.
• Dr. Forquer had three first-author papers accepted for publication (Journal of American College Health, Sleep and Hypnosis, and Delta Education Journal).
• Dr. Forquer presented a poster at the Southeastern Conference on the Teaching of Psychology in Atlanta.
• Dr. Forquer presented an original research poster at the DSU Research and Scholarship Showcase.
• Dr. Forquer served on the ROMEA committee.
• Dr. Forquer was interviewed by Delta Statement, Central Michigan University Public Radio, and CM Life (Central Michigan University Student Newspaper) regarding her research and how to help students sleep better.
• Dr. Hutchens had a first-author paper invited to be included in Volume II of the Sound Instruction book series called “Assessment and Consultation.”
• Dr. Hutchens presented original research at the Southeastern Psychological Association (Charlotte, NC).
• Dr. Hutchens presented 2 original research papers at the DSU Research and Scholarship Showcase.
• Dr. Hutchens’ undergraduates presented 2 original research papers at the Southeastern Psychological Association (Charlotte, NC).
• Dr. Hutchens’ undergraduates presented 5 original research papers at the Mid-South Psychology Conference (Memphis).
• Dr. Hutchens’ undergraduates presented 5 original research papers at the DSU Research and Scholarship Symposium (placed 1st for Best Undergraduate Research Paper).
• Dr. Hutchens continued as the Editor for the Delta Education Journal. The journal has begun to receive submissions from professionals within other institutions in the state.
• Dr. Hutchens served on the DSU Provost and Vice President of Academic Affairs Search Committee.
• Dr. Hutchens served on the DSU General Education Committee.
• Dr. Hutchens served on the DSU Research Committee.
• Dr. Hutchens maintained and updated the Program website using Site Builder Toolkit.
• Dr. Hutchens served as the Keynote Speaker at the 81st Fall DSU Commencement (Recognition for receiving the 2007 Kossman Outstanding Teacher Award, the highest recognition for a faculty member at Delta State University).
• Dr. Jones had a first-author paper accepted for publication in the Delta Education Journal.
• Dr. Jones’ undergraduates presented 3 original research papers at the MS Academy of Sciences (placed 1st for Best Research).
• Dr. Jones’ undergraduates presented 3 original research papers at The DSU Research and Scholarship Showcase.
• Dr. Jones served as a SACS consultant for MDCC.
• Dr. Shuttlesworth presented a poster at the Southeastern Conference on the Teaching of Psychology in Atlanta.
• Dr. Shuttlesworth served on the University Budget committee.

Summary of Division Scholarly and Professional Service Activities for 2007-2008

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<th>Activity</th>
<th>*Counselor Education</th>
<th>*Psychology</th>
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<tr>
<td>Total faculty presentations at professional conferences</td>
<td>29</td>
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<tr>
<td>Total faculty presentations in workshops or other public forums</td>
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<tr>
<td>Total faculty submissions for publications (articles, text chapters, books)</td>
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<tr>
<td>Total number of professional conferences attended</td>
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* Counselor Education: (4 faculty) / Psychology: (5 faculty)

**Economic Development:**

The Division of Counselor Education and Psychology is involved in economic development as it prepares students for careers in the helping professions and further graduate training. Currently, informal partnerships exist between Region I, Region V, and Region VI Community Mental Health Centers and our graduate program to offer advanced training for bachelor’s level mental health workers within these agencies. As of this year, the majority of employed professionals within these Mental Health Centers are DSU Counselor Education program graduates. Anecdotal reports indicate that agency administration boast of the program being high quality. Master’s level clinicians have substantial salary increases and with licensure, which is typically obtained by our graduates 2 years beyond their degree (LPC – Licensed Professional Counselor), are able to remain competitive with other mental health professionals in the state. Assessments of employers of program graduates indicate that employers are extremely favorable toward the quality of graduates from this program.

School and Community Counselor Education interns provide an invaluable contribution though their service in numerous K-12 schools (as school counseling interns) and mental health agencies (as community counseling interns) as counselors as they practice skills and procedures learned during their formal training. Often, interns are hired into positions right out of their internship.
experiences. This service has a direct economic impact on the region because of the labor (largely at no cost) provided to school and agency recipients and for the value added to these institutions from well-trained employees.

The doctoral track in Counselor Education has been operational for the past three years and currently we have (7) students at various stages of study. We anticipate having graduates from the program within a year and will track their progress. They are trained as counselor educators and clinical supervisors within community, K-12 and higher education settings.

Both the Counselor Education and Psychology programs greatly enhance the literacy and communication skills of students in the written and spoken forms of communication. Critical thinking through rigorous research practices is also a skill and disposition students possess when exiting our programs. This is particularly true with graduates from the Psychology program. They are very well-trained for graduate work.

Diversity Compliance Initiatives and Progress:

Both the Counselor Education and Psychology programs continue to infuse diversity and a multicultural orientation within its students throughout the curriculum. Students have rich experiences in practicum, internship and service coursework to incorporate principles learned within didactic portions of their programs. The division has been intentional about developing diversity within the faculty and has worked on developing strong faculty from within. Ms. Kashanta Jackson is currently ABD in her doctoral program and has spent her first year as an instructor within the program. Her teaching evaluations have been strong and positive from students and the division chair continues to work closely with her as the Psychology program coordinator works closely with new faculty to ensure that they continue to develop and build an identity as a faculty. CACREP standards dictate that the Counselor Education Program continues to adequately and comprehensively address diversity issues throughout the curriculum.

Committees Reporting to the Unit:

There are a few standing committees that regularly report to the division chair and are accountable to academic programs. These committees include, the Counselor Education and Psychology Curriculum Committees which review curricula, render decisions regarding course content and pedagogy, and submit course changes for program, division chair, CEAC and Academic Council review and ratification. The Counselor Education Retention Committee is convened in cases where students may not be progressing in an acceptable manner or demonstrate that dispositions are not in harmony with the values of the counseling profession. The Spring
Conference Planning Committee is convened each year for the purpose of planning and executing the spring conference and meets in conjunction with faculty meetings which are held at least twice monthly. Chi Sigma Iota and Psi Chi, both student honor societies and led by respective program faculty, each have committees that oversee their work. All committees save the student honor committees minutes of their meetings which can be found in the division office and are housed electronically within the secretary’s and program coordinators’ computers.

IV.A Comparison of Enrollment by Major

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II.B Division Graduates by Major

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<th>2007/08</th>
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II.C Credit Hour Production by Discipline

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<th>Fall 2007</th>
<th>Spring 2008</th>
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## II. Division Graduates by Major

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## II.C Credit Hour Production by Discipline

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<tr>
<td>Total</td>
<td>1824</td>
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<td>408</td>
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## V. Personnel:

Current full-time division faculty:
- Dr. Matthew R. Buckley, Counselor Education
- Ms. Tiffany Culver, Psychology (instructor)
- Dr. Scott Drury, Psychology
- Dr. LeAnne Forquer, Psychology
- Mr. John Hawkins, Counselor Education (instructor)
- Dr. Scott Hutchens, Psychology
- Ms. Kashanta Jackson, Counselor Education (instructor)
Dr. Duane Shuttlesworth, Psychology
Dr. Donna Sheperis, Counselor Education
Dr. Laura Simpson, Counselor Education

Ms. Undra Williams, Senior Secretary (started June, 2008)
Ms. Jessica Willis, MEd., Counseling Lab Director (started August, 2007)

Awards and Recognitions:

**Dr. Scott Hutchens**, Spring 2006 Kossman Outstanding Faculty Member award; speaks at winter, 2007 commencement.
**Dr. Laura Simpson**, Mississippi Counseling Association Outstanding Research Award recipient; the Mississippi Licensed Professional Counselor Association Outstanding Research Award and the Delta State University College of Education Outstanding Faculty Award for 2008.

**New position(s) requested, with justification:**

No new positions are requested for year 08-09, but the following positions have been filled in the Counselor Education program:

Ms. Kashanta Jackson from Delta State University to replace Dr. Scott Rasmus (position #173).
Mr. John Hawkins from Mississippi State University, Starkville, Mississippi, to replace the former Shelly Sheperis (position #1019).

The following staff positions were filled:

Ms. Jessica Willis from Delta State University to replace Ms. Kashanta Jackson as Counseling Lab Director (position #783).
Ms. Undra Williams from Rosedale, MS to replace Ms. Sharon Hospodor as Senior Secretary (position #181).

**Recommended change of status:**

None

**IV. Curriculum, Degree, Program, or Unit Additions/Deletions/Changes:**

**Changes made in the past year:** August, 2007 – May, 2008. Faculty in both Counselor Education and Psychology programs continue to review and refine course curriculum. Psychology program and curriculum changes continue to occur as a result of the external
review conducted on the Psychology program and with the assimilation of four new faculty members. These changes continue to evolve and, under the capable leadership of Dr. Scott Hutchens as program coordinator, will continue to maintain high standards of teaching and research for the program. The Counselor Education program will continue to review the program within the frame of the new CACREP standards and will continue to plan for changes accordingly. The program will be in its accreditation mid-cycle in 2008 and look at the feasibility of shifting the school counseling program to a 48 hour master’s degree and developing a 72 hour specialist degree and changing the community counseling program to a mental health counseling focus.