

**Comprehensive Program Review Self-Study
Ed.S. School Counseling**

**Columbus State University
Spring 2013**

Executive Summary for the Ed.S. School Counseling Program

Major Findings of the Program's Quality and Productivity

Program Quality and Productivity:

The mission of educator preparation programs at Columbus State University is to prepare highly qualified teachers, counselors, and leaders who promote high levels of learning for all P-12 students by demonstrating excellence in teaching, scholarship, and professionalism. These three themes (i.e., excellence in teaching, scholarship, and professionalism) are the principles that form the foundation of the Educator Preparation conceptual framework and encompass the principles and standards derived from the Interstate New Teacher Assessment and Support Consortium, the National Board of Professional Teaching Standards, and various specialty association guidelines. Consistent with the mission and conceptual framework of educator preparation, the Ed.S. program in School Counseling is designed to prepare students to refine their expertise in school counseling and to develop leadership within educational settings.

The M.Ed. program in School Counseling is nationally accredited by the Council for Accreditation of Counseling and Related Educational Programs ([CACREP](#)); and the Ed.S. program is based on the expectation that candidates will have a CACREP-equivalent master's-level experience. While CACREP does not accredit Ed.S. programs, the guidelines that have been established for master's preparation are believed by faculty to be a solid professional base upon which to build the curriculum for training at the Ed.S. level.

The program leading to the Ed.S. degree in School Counseling is designed to prepare students to integrate leadership skills and abilities and to provide students with an elective, specialized focus of training to enhance their knowledge base in school counseling. Furthermore, students are given the opportunity for didactic coursework in clinical supervision, a feature that is typically unique to doctoral-level training.

In February 2013, a continuing approval review of the Educator Preparation Unit at CSU was conducted by a Board of Examiners (BOE) consisting of representatives from the National Council for Accreditation of Teacher Education (NCATE) and the Georgia Professional Standards Commission (PSC). The 2008 NCATE Standards and the Georgia 2008 Standards were used to assess the unit and its programs. The BOE judged all standards to be met for the unit and for all initial and advanced programs. There were no areas for improvement cited, and the team noted multiple areas of strength. Through these processes and completion of annual assessments such as the Annual Program Review and Improvement Report, evaluation of the Ed.S. School Counseling program is ongoing.

The program was reactivated in Spring 2009. Data indicates that as of 2011-2012, 4 degrees have been conferred. Although the number of students enrolled is small, the program has been functioning on existing resources. Faculty member resources have been limited in this area, and there has been a need for an additional faculty member for the School Counseling programs, in general. With the support of the administration, a new faculty member joined the Counseling programs at the beginning of Fall 2012. Strategic planning efforts assessing program viability are underway, and a needs assessment with school counselors in the area has recently been conducted. Further exploration of expanding online offerings is currently being considered, as well. The oversight of the Ed.S. School Counseling program is provided primarily by counseling faculty and in collaboration with colleagues in the department and college and the Program Advisory Committee.

List of Recommendations for Improving Program Quality

Though the program quality is strong overall, limited faculty resources, low enrollment, and needs to cover other Counseling classes have led to the cancellation of some Ed.S. classes. Additional faculty resources and program improvement plans could help to further strengthen the program and provide greater predictability regarding course offerings. Current initiatives targeting program improvement include:

- Ongoing plans to integrate LiveText as the assessment platform to assist with program reviews and strategic planning.
- Conducting a needs assessment to further explore program viability and assist in strategic planning.
- Expanding recruitment efforts to continue obtaining quality applicants.
- Continuing to strengthen admissions, orientation, exit, and other assessment processes (including staffing) to support gatekeeping procedures reflective of candidates' knowledge, skills, and dispositions.
- Ongoing collaboration with departmental colleagues (e.g., EDUL, EDUF) to continue benefits of interdisciplinary coursework.
- Revisiting the program of study and program delivery model (e.g., cohort model, online programming, changes to courses in the program of study).
- Continuing assessment of program learning outcomes and key assessments.
- Ongoing focus regarding program diversity.

List of Recommendations for Improving Program Productivity

Counseling program faculty, in collaboration with colleagues in the department/COEHP and on the Counseling Program Advisory Committee will oversee efforts to improve the curriculum, courses, and resources offered to students in the Ed.S. School Counseling program. Recommendations to improve program productivity are to:

- Further assess program viability.
- Advocate for hiring additional faculty to focus on recruitment and other administrative demands, in addition to addressing needs for faculty to cover the number of courses needing to be offered across the counseling programs, in general. The program has already received recent support with the hiring of an additional faculty member, who began working at CSU during the Fall 2012 term, but the recent addition of an online master's program in School Counseling is leading to the need for additional faculty to handle curricular and administrative demands.
- Explore increases in online offerings to potentially attract new students.

Conclusion about the Program's Viability at CSU

The quality of the Ed.S. School Counseling program is satisfactory, but the viability is a concern, given low enrollment and resources needed pertaining to the delivery of two CACREP-accredited master's programs and the very recent addition of an online master's degree in School Counseling. The program has been running on existing resources; and additional resources (i.e., faculty) provided for the Counseling programs, in general, and time for strategic planning are needed to adequately explore future viability of this program.

Program Improvement Plan (to be completed by the dean in consultation with the VPAA)

DRAFT SUMMARY IN THIS SECTION

The Ed.S. School Counseling program's quality is above average or satisfactory overall, although the viability in terms of enrollment and resources is below average. The program has been able to exist on present resources since the reactivation in Spring 2009; however, if numbers are increased, then additional faculty resources are necessary to address the instructional and administrative needs of this program to continue program enhancement.

Although the program quality is above average or satisfactory, the program can continue to be strengthened primarily through refinement of the program of study and ongoing enhancement of assessment practices, if the program is deemed to be viable. However, resources have been limited to address the administrative and program delivery functions of the program. The administration supported hiring an additional Counseling faculty member to join the department in Fall 2012; since that time, a decision to add an online M.Ed. School Counseling program has been made, and this program will require significant resources to implement.

Summary Recommendation and Supporting Rationale

Recommendation: Maintain the Program at the Current Level

Although a limited number of degrees has been conferred since program reactivation, the program quality is satisfactory, and the program has been able to run on existing resources, despite the need for more support to address the instructional and administrative needs of all Counseling programs. Retaining the program at this point, as opposed to discontinuing it, would provide an opportunity to continue serving the educational needs of school counselors in the region who are seeking an Ed.S.-level degree, while providing time to further assess the future potential viability and needs of this program. Again, the recent review of the Educator Preparation Unit at CSU by a Board of Examiners (BOE) consisting of representatives from the National Council for Accreditation of Teacher Education (NCATE) and the Georgia Professional Standards Commission (PSC) indicated that all standards were met for the unit and for all initial and advanced programs, lending further support for continuing the program.

THE PROGRAM'S DETAILED SELF-STUDY

Section One – Program Background and Overview

I. Brief Program Overview

Description of Program

In addition to the M.Ed. and certification programs in School Counseling, the department offers an advanced degree in School Counseling, the Ed.S. degree. This degree program is designed to prepare students to refine their expertise in school counseling and to develop leadership within educational settings.

The M.Ed. School Counseling program is nationally accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). The Ed.S. program is based on the expectation that candidates will have a CACREP-equivalent master's-level experience. While CACREP does not accredit Ed.S. programs, the guidelines that have been established for master's preparation are believed by faculty to be a solid professional base upon which to build the curriculum for training at the Ed.S. level.

The program leading to the Ed.S. degree in School Counseling is designed to prepare students to integrate leadership skills and abilities and to provide students with an elective, specialized focus of training to enhance their knowledge base in school counseling. Furthermore, students are given the opportunity for didactic coursework in clinical supervision, a feature that is typically unique to doctoral-level training. Through their educational experiences, candidates demonstrate excellence in research, counseling, and professionalism, which is reflected in the student learning outcomes of the program and congruent with the COEHP Conceptual Framework.

The student learning outcomes are intended to result in Ed.S. students' ability to:

1. Demonstrate enhanced knowledge of the role and function of the professional school counselor.
2. Articulate more in-depth knowledge of using research to enhance functioning in school counseling settings.
3. Demonstrate the capacity to apply leadership in school settings.
4. Demonstrate knowledge and skills related to supervision theory and practice and advanced individual and group counseling functions.
5. Demonstrate greater expertise in an elective, specialized counseling area.

Program Mission and Its Relation to CSU Mission

The Ed.S. School Counseling program is housed in the College of Education and Health Professions at Columbus State University. Responsibility for preparing candidates rests primarily with faculty in the Department of Counseling, Foundations, and Leadership. The curriculum includes a professional core, an advanced school counseling concentration areas, and 9 hours of electives. The program supports the CSU mission to achieve excellence in graduate education through coursework, applied experiences, and other scholarly activities (e.g., collaboration among faculty and staff in research or professional development opportunities). As mentioned previously, although CACREP does not accredit Ed.S. programs, this Ed.S. program is designed with the expectation that candidates will have a CACREP-equivalent master's-level experience (i.e., applicants that do not have a master's degree from a CACREP-accredited program may be subject to additional coursework beyond the 30 hours of the program, coursework that is identified via transcript evaluation). Furthermore, technology is infused throughout the curriculum, and some classes are offered fully online.

The COEHP mission of *guiding* candidates is consistent with the philosophy of a comprehensive, developmental model of school counseling programs and with the standards and content addressed in the American School Counselor Association's (ASCA) National Model [American School Counselor Association (2012). *The ASCA National Model: A framework for school counseling programs* (3rd ed.). Alexandria, VA: Author.].

In concert with these ideas, the program emphasizes growth toward skillful "whole" performance, in addition to mastery of discrete knowledge and skills and demonstration of professional dispositions. The program emphasizes that candidates move through stages to further their development as professional school counselors who show evidence of the capacity to promote academic, career, and personal/social development in all P-12 students.

The program also reflects a respect for and valuing of *individuals*; thus, counselor education faculty treat individual differences among candidates such as age, career experiences and aspirations, and ethnicity as a resource. The value of diversity is also evident in the curriculum and in instructional practices that enable students to benefit from interacting with others. Operating within communities of learning as peers, collaborators, mentors, and leaders who construct, critically examine, and reflect upon counseling research, process, and practice, Ed.S. students seek out and explore multiple viewpoints, embracing

diversity as it enriches their intellectual lives. Issues pertaining to diversity are infused throughout the curriculum.

Stakeholders' Satisfaction With the Program

The department assesses graduate students' perceptions of the program periodically through surveys. These survey instruments are a part of an overall program to receive feedback from students in order to assess their experience and gain information to use in the process of program improvement. In addition, at the end of the program of study, students participate in an exit interview, providing feedback about the program and reflecting on their educational experience while in the program.

Furthermore, comprehensive program review (CPR) is conducted at CSU for all programs including the Counseling programs, and graduate students in the counseling programs have the opportunity to evaluate each course completed during each term. These evaluations are reviewed by faculty and are included in the faculty member's yearly evaluation that goes to the Department Chair.

Relationship of Program to Needs of Students and Societal Demands

As Ed.S. students continue in their development as professional school counselors throughout the curriculum, they demonstrate advanced understanding of knowledge in the counseling field and the ability to contribute to the academic, personal/social, and career development of students in elementary, middle, and secondary school settings. Counseling faculty hold student staffing meetings each fall and spring semester and develop remediation plans, if needed, for students needing further development in knowledge, skills, or dispositions. Students also have opportunities to apply for student travel funds to attend or present at conferences.

When admitted to the program, each student is assigned an advisor from the full-time Counseling faculty. In addition, candidates receive assistance with certification issues from the COEHP Office of Student Advising and Field Experiences (SAFE), if needed; however, students who are upgrading their certification only do not require recommendation through the SAFE Office (this is required for students seeking initial certification or adding a field).

Integration of technology to enhance teaching and learning is another important aspect of creating opportunities for excellence. Faculty model the use of technology for students so they can, in turn, integrate technology in services to children and adolescents in schools. Technology used in the counseling programs includes, but is not limited to, CougarVIEW, CougarNET, Galileo, word processing and other productivity software, SPSS, Wikis, web-infused instruction and discussions, video files, computer-assisted career guidance programs and occupational information, online assessment, COEHP.tv, and so forth.

Section Two – Indicators of Program Quality

II.A. Quality of Faculty: Very Strong

Appropriateness of Faculty Credentials

Counseling program faculty members have extensive academic backgrounds. One hundred percent (100%) of the full-time faculty hold terminal degrees in either Counselor Education or a related professional field, and all five faculty members are in tenure-track positions. All full-time tenured and non-tenured faculty are systematically and annually evaluated by their department chair in the areas of Teaching, Scholarship, and Professional Service. Faculty members serve on committees and boards at the

university and in the local community. They are also involved in local, state, and national professional associations. Given the foundations courses required in the professional core and the focus on leadership in the Ed.S. School Counseling program, students also have the opportunity to take classes and interact with other faculty members in the Department of Counseling, Foundations, and Leadership (e.g., Educational Leadership faculty).

Some examples of Counseling faculty highlights over the last five years include:

Breaux:

- Recipient of the 2007 Dean's Award for Innovation (COEHP)
- Recipient of the 2010 Distinguished Teacher of the Year (COEHP)

Gillam:

- Nominated for and recognized as a finalist for the 2012 CSU Educator of the Year Award
- Service to the Association for Specialists in Group Work, a national division of the American Counseling Association, as President, among other roles
- Prepared at least 14 technical reports for COE, CSU, or other agency related to assessment of the School Counseling Programs

Long:

- Service on the Georgia Composite (licensure) Board for Marriage and Family Therapy, 3 year term, beginning 7/11
- Service as Chair, COEHP, Post-Tenure Committee, 2012-13
- Presented State of Georgia Delegate Report at the Association of Marriage and Family Therapy Regulatory Board, Annual Meeting, San Francisco, September 5-6, 2012
- Publication of Long, R. P. (2011, November/December). Supervision online. *Family Therapy Magazine*, 11(6), 38-40

Please see curricula vitae in the appendix of this report for additional information pertaining to faculty credentials, including the vita of Dr. Robinson-McDonald, who joined the faculty in Fall 2012.

Use of Part-Time Faculty

Due to ongoing increases in student enrollment and the necessary course offerings and need for supervision of field experiences in the M.Ed. School Counseling and M.S. Community Counseling programs, the programs on a whole include part-time faculty in the delivery of instruction and supervision, though the use of part-time faculty in the Ed.S. program is limited. Part-time faculty must meet relevant hiring criteria (e.g., terminal degree or justification of other important professional credentials such as licensure) and must be approved by the University as Graduate Faculty. The responsibility for evaluation of part-time faculty rests with the department chair.

Diversity of Faculty

In terms of faculty diversity, of the current five full-time Counseling faculty members, the summary table below denotes diversity as follows:

| | Full-time Faculty in Counseling |
|---------------------------|--|
| Total | 5 |
| Black or African American | 2 |
| White | 3 |

| | |
|--------|---|
| Female | 2 |
| Male | 3 |

Opportunities for Faculty Development

The program has an expectation of professional growth/development of both full-time and part-time faculty members, and faculty demonstrate evidence of professional development by attending and/or presenting at workshops and conferences, reading journals, and conducting research. Furthermore, funds have been available at the college, department, and university levels to support faculty professional development in the areas of attending/presenting at conferences, conducting research, and developing online courses, to name a few.

Program Improvement Plans

The program improvement plans include the following to support ongoing faculty quality:

- Maintenance of CACREP accreditation to support manageable faculty-student ratios for instruction, supervision, and advising. Though not directly related to the Ed.S. program, adequate faculty-student ratios impact instructional needs in the Ed.S. program also.
- Hiring of additional full-time faculty, support staff, and graduate assistants to support ongoing delivery of administrative and instructional responsibilities, while also providing adequate time for scholarly and service activities.
- These plans are likely to contribute to recruitment and retention of qualified faculty.

II.B. Quality of the Teaching: Very Strong

Indicators of Good Teaching

Students have the opportunity to evaluate courses and faculty instruction at the conclusion of each course. Faculty members receive this feedback, and the results are included in the faculty members’ annual evaluation portfolio, reviewed each spring by the department chair. Other sources assessing teaching quality can be provided through means such as teaching honors/awards, peer feedback, student work samples, evidence of formative/summative assessment, employing multiple methods of instruction, and integrating technology. In addition, teaching quality is a consideration in the promotion and tenure processes. The COEHP has *Standards of Excellence* that provide a general overview of expectations pertaining to teaching effectiveness (*Standards of Excellence* file at <http://coehp.columbusstate.edu/resources.php>). Beyond faculty achievements noted in section IIE that follows, aggregated data to provide additional support of teaching effectiveness are not available; however, the program intends to explore a process for gathering more examples for subsequent reports.

Indicators of Good Advising

Students are appointed a faculty advisor at the time they are accepted into the program and are so notified in their letter of acceptance. Only regular, full-time faculty members serve as advisors. Students must also complete a graduate orientation prior to registration for their first term. Advisors meet with students regularly throughout the student’s tenure in the program. Furthermore, the student handbook provides information about the program and expectations; and the academic catalog identifies core curriculum requirements, prerequisites, and university policies. In addition, program and departmental information can be found on the departmental website.

In addition, as noted previously, Counseling faculty hold student staffing meetings each fall and spring semester and develop remediation plans, if needed, for students needing further development in knowledge, skills, or dispositions.

Departmental Reward System

The Department of Counseling, Foundations, and Leadership includes faculty members from Educational Leadership and Counseling and also those who teach the foundations courses such as Educational Research Methods. There is not a specific departmental reward system; all full-time, tenure-track departmental faculty members are assessed in accordance with the same departmental, college, institutional, and BOR policies.

Program Improvement Plans

The program improvement plans include the following to support ongoing teaching quality:

- Implementation of LiveText to assist in program/student assessment.
- Ongoing evaluation/modification of the program of study to keep the curriculum current and relevant.
- Continued modification of syllabi to integrate course objectives and key assessments.
- Seeking administrative support for faculty professional development, not only for presentations/research but also for continuing education (e.g., conference attendance).
- Continued training in infusion of technology in instruction.

II.C. Quality of Research and Scholarship: Above Average

Opportunity for Student Research Projects

Some student travel funding is provided through the college, and students have the opportunity to collaborate with faculty on research projects and presentations. Professional associations may also offer scholarships or stipends (e.g., in exchange for volunteer work at conferences) to help fund students' attendance at conferences. In addition, the department has a chapter of Chi Sigma Iota (Counseling Honor Society). The chapter provides some opportunities for professional development and service. In coursework, students are also expected to complete research-based assignments that include, for example, literature reviews, critiques of professional journal articles, and research proposals.

Faculty Publications, Presentations, and Grants

Faculty members are expected to engage in scholarly activity and are assessed each spring by the department chair during an annual review process that includes evaluation of teaching, scholarship, and service. In addition, the COEHP has Standards of Excellence that provide a general overview of expectations pertaining to scholarship (Standards of Excellence file at <http://coehp.columbusstate.edu/resources.php>).

Below is a summary of program faculty scholarly activity from AY 2008 - AY 2011. This summary reflects the activity of four full-time faculty members (an additional faculty member joined the program faculty in Fall 2012), one of whom has served as the department chair during part of this time.

Faculty Scholarly Activity (AY 2008-AY 2011)

| # of Publications | | | | # of Presentations | | |
|-------------------|---------------------------|---------------|---|---------------------------|-------------------|-------|
| Book Chapters | Refereed Journal Articles | Major Reports | Other (e.g., grants, handbooks, websites, manuscript reviews) | National or International | State or Regional | Local |
| 9 | 2 | 13 | 8 | 14 | 12 | 13 |

Please see faculty curricula vitae in the appendix of this report for additional information pertaining to faculty scholarship.

Program Improvement Plans

The program improvement plans include the following to support ongoing research and scholarship activities:

- Continue seeking administrative support for faculty and student professional development, not only for presentations/research but also for continuing education (e.g., conference attendance).
- Engage in grant activity to provide additional opportunities for scholarship, service, and funding.
- Continue and expand interdisciplinary collaborative research and service activities with students and colleagues.
- Strengthen partnerships for collaborative research (e.g., with Educational Leadership faculty).

II.D. Quality of Service: Very Strong

Activities to Enhance Program, Department, College, Institution, Community and/or Region

Program faculty members are strongly engaged in service activities at all levels (e.g., locally, institutionally, in the community, and within the profession). This section addresses some example of faculty members' service contributions from AY 2007 through AY 2011 (please note that an additional faculty member joined the program faculty in Fall 2012). Faculty members have been actively engaged in service to the program and department through activities and/or roles such as program coordination (e.g., M.Ed. School Counseling, Ed.S. School Counseling, M.S. Community Counseling), faculty advisor/mentor to the Counseling Student Association and chapter of Chi Sigma Iota (an international counseling honor society), department chair, and committee membership/leadership commitments (e.g., Personnel Committee). Faculty members have also been involved in service activities in the college (e.g., Diversity, Post-Tenure Review, Assessment Committees – see, for example, <http://coehp.columbusstate.edu/resources.php>, for a listing of current-year COEHP committee assignments) and at CSU (e.g., Library Committee – see, for example, http://aa.columbusstate.edu/comm_coun.php, for a listing of current-year institutional committee assignments). Faculty also serve the community and profession through a diverse set of activities. Please see faculty curricula vitae in the appendix of this report for specific examples pertaining to service commitments.

Program Improvement Plans

Given the link between scholarship, teaching, and service, program improvement plans noted above are relevant in this section also. These plans include:

- Engage in grant activity to provide additional opportunities for scholarship, service, and funding.

- Continue and expand interdisciplinary collaborative research and services activities with students and colleagues.
- Strengthen partnerships for collaborative research (e.g., with colleagues in other disciplines).

II.E. Quality of Faculty and Student Achievements: Above Average

Faculty Honors

Counseling faculty members (i.e., four full-time faculty members - an additional faculty member joined the program in Fall 2012) have received recognition for their achievements in teaching, scholarship, and/or service activities. Examples of honors received by program faculty from AY 2007 - AY 2011 include the 2010 Distinguished Teacher of the Year awarded in the COEHP (Breux), 2010 Past-President Award from the Association for Specialists in Group Work, a national division of the American Counseling Association (Gillam), and the Ft. Irwin Installation Chaplain Medal of Excellence for providing 23 contact hours of instruction in Peer Counselor Training, Barstow, California, 2008 (Long). Please see curricula vitae in the appendix of this report for additional information pertaining to faculty honors.

Student Honors

Each spring semester, an outstanding Ed.S. student is recognized at the CSU Honors Convocation. In addition, an outstanding student is honored at the COEHP Awards Reception.

Graduate Achievements (Licensure, Certification, Admission to Graduate School, Job Offers, etc.)

Upon successful completion of all program requirements and the requirements mandated by the Georgia Professional Standards Commission (PSC), students are eligible to apply for an upgraded certificate as a school counselor (although students who are upgrading only do not require recommendation through the SAFE Office).

II.F. Quality of Curriculum: Above Average

Relationship Between Program's Curriculum and Its Outcomes

Below is a summary table that highlights the required courses in the program of study in relation to program learning outcomes:

EdS. School Counseling Learning Outcomes and Required Courses

| Student Learning Outcomes | EDUF 7115 Psychology of Teaching | EDUF 7116 Action Research | COUN 7175 Counseling Supervision Theories and Techniques | COUN 7555 Selected Topics in Counseling (Advanced Group Process and Practice) | COUN 7555 Selected Topics in Counseling (Advanced Counseling Theory) | EDUL 7107 School System Reform and the Change Process | EDUL 7698 Internship for School Improvement |
|--|----------------------------------|---------------------------|--|---|--|---|---|
| Demonstrate enhanced knowledge of the role and function of the professional school counselor | | | X | X | X | X | X |

| | | | | | | | |
|--|--|---|---|---|---|--|---|
| Articulate more in-depth knowledge of using research to enhance functioning in school counseling settings | | X | X | X | X | | X |
| Demonstrate the capacity to apply leadership in school settings | | | X | X | | | |
| Demonstrate knowledge and skills related to supervision theory and practice and advanced individual and group counseling functions | | | X | X | X | | |
| Demonstrate greater expertise in an elective, specialized counseling area (not embedded in required courses) | | | | | | | |

Incorporation of Technology

The program offers courses via a variety of formats, including face-to-face, hybrid, and fully online instruction. Types of technology used in the curriculum include CougarVIEW, CougarNET, Microsoft Office products, Galileo, SPSS, Wikis, internet and intranet links, email, and COEHP.TV. Class activities and assessments include examples such as online discussions, assignments, and exams via CougarVIEW; video demonstrations; and online group projects.

Utilization of Multidisciplinary Approaches

Students in the Ed.S. School Counseling program are enrolled in some courses with students in the Educational Leadership, Teacher Education, and/or master’s-level counseling programs. Examples of these interdisciplinary classes include EDUF 7115 (Psychology of Teaching), EDUF 7116 (Action Research), and EDUL 7107 (School System Reform and the Change Process).

Utilization of Multicultural Perspectives

Diversity considerations are infused throughout the program of study. To illustrate integration of diversity considerations, the table below highlights examples of curriculum components and experiences addressing diversity in two COUN courses in the Ed.S. School Counseling program:

| Course | Course Objectives that Address Diversity | Activities, Assignments, and/or Assessments that Address Diversity |
|---|---|---|
| COUN 7175 (Counseling Supervision: Theories & Techniques) | Students will articulate an understanding of the role of diversity in counseling supervision. | <ul style="list-style-type: none"> • Discussion on “individual, cultural, and developmental differences” in supervision • Homework assignment on individual and cultural differences in the supervision relationship • Item on midterm exam addressing diversity in supervision • Capstone theory/application paper that includes components addressing diversity |
| COUN 7786 (Seminar in School Counseling) | Students will be able to integrate leadership, advocacy, use of data/research, diversity, and ethical/legal considerations into program planning, intervention, and evaluation. | <ul style="list-style-type: none"> • Discussions on diversity and social justice issues • Capstone “Transformed School Counselor” paper that includes components of diversity and social justice |

Program Improvement Plans

Given the overall strong quality of the counseling programs in the department and the intentional integration of technology and diversity perspectives in the Ed.S. curriculum, plans are to continue with these processes of integration. Incorporation of LiveText to enhance assessment practices and of Desire2Learn as a new online instructional platform has recently begun and will be ongoing.

II.G. Quality of Facilities and Equipment: Very Strong

Availability of Classroom and Laboratory Space

Although the Counseling programs share classroom space (primarily in Jordan Hall) with other departments in the COEHP, space for COUN classes is generally adequate, given that required courses in the program of study are not offered each semester of the year. The inclusion of online courses also reduces the needed physical classroom space. In addition, the Counseling programs have state-of-the-art laboratory rooms (with equipment for recording and assessing students’ clinical skills, with one-way mirrors for live observation, etc.) on the first floor of Jordan Hall that are used primarily for COUN 6225 (Counseling Skills) and also at times for COUN 6265 (Group Techniques and Procedures), COUN 6255 (Play Therapy), and COUN 6155 (Counseling Theory). This laboratory facility may also be approved for use by faculty teaching in the Ed.S. School Counseling program; and COEHP.TV is a resource that can be used for video production pertaining to research, teaching, and service activities.

Availability of Equipment

Counseling faculty teach primarily in multi-media classrooms housed in Jordan Hall. These classrooms offer instructor stations with equipment such as computers, VCRs/DVDs, Prometian ActivBoards, projectors, and whiteboards. In addition to the lab facilities noted above, faculty members also have access to equipment such as iPads and a Polycom system and to workshops for enhancing instructional skills to use various available software and hardware.

Program Improvement Plans

The college is presently preparing for a prospective future move to the Riverpark Campus. A committee has been formed and is beginning to meet to discuss the various units’ instructional and other needs. The counseling programs’ needs include laboratory space. In light of the anticipated move and the committee’s work on addressing units’ needs (the Counseling programs are represented on this committee), additional time is needed to better assess program improvement plans pertaining to classroom space and equipment.

Section Three – Indicators of Program Productivity: Below Average

III.A. Enrollment in Program for Past 5 Years: Very Weak

The enrollment pattern for the Ed.S. program in School Counseling is shown in Table 3.1.

| | 2007-2008 | 2008-2009 | 2009-2010 | 2010-2011 | 2011-2012 | 5-Year Avg. |
|--------------|------------------|------------------|------------------|------------------|------------------|--------------------|
| Full-Time | NA | NA | 0 | 0 | 1 | 0 |
| Part-Time | NA | NA | 1 | 2 | 2 | 2 |
| <i>Total</i> | <i>NA</i> | <i>NA</i> | <i>1</i> | <i>2</i> | <i>3</i> | <i>2</i> |

Table 3.1 Number of Declared Majors in Ed.S. School Counseling – Fall Semester

Since reactivation of the Ed.S. program, all but one student have been classified as part-time. The enrollment pattern has shown an increasing trend; however, the total enrollment has been low.

Table 3.2 shows the 5-year average enrollment of Ed.S. programs (based on available data) housed in the College of Education and Health Professions at CSU. The numbers indicate that enrollment in the Ed.S. School Counseling program has been lower than in other Ed.S. programs in the unit. (*Please note in the table below that the information on the School Counseling program reflects a 3-year average and on the Special Education program reflects a 1-year average based on the 2011-2012 academic year.)

| Program | 5-Year Average (Includes Full- and Part-Time Students) |
|---------------------------|---|
| Early Childhood Education | 22 |
| Educational Leadership | 90 |
| Middle Grades Education | 18 |
| School Counseling | 2* |
| Secondary Education | 20 |
| Special Education | 6* |

Table 3.2 Number of Declared Majors in COEHP Ed.S. Programs

The department continues to receive inquiries and applications in reference to this program, and a needs assessment of school counselors and interns in the region pertaining to Ed.S. study was conducted this semester, as program faculty address strategic planning of all programs in the department. Results from the needs assessment (24 respondents) are as follows:

- 70.8 percent of participants completed their Masters level program two or more years ago
- 87 percent were previously aware of CSU’s EDS program in school counseling
- 60.9 percent indicated that they are or have been interested in enrolling in an EDS program in school counseling or another field from any institution
- Primary reasons that students would be interested in obtaining an EDS include:
 - 71.4 percent- Financial reasons
 - 66.7 percent-Enhanced knowledge and skills
 - 47.6 interest in later pursuing a doctoral degree
- Time (70.6 percent) and financial reasons (58.8 percent) were the primary reasons that students indicated that they would not be interested in enrolling in an EDS program in school counseling
- 50 percent indicated that they would be interested in enrolling in an EDS program in school counseling at CSU
- 72.2 percent indicated that they prefer courses that are offered online
- 55.6 percent would prefer classes during the week
- 44.4 percent indicated that they would prefer EDS courses offered on campus at CSU

III B. Degrees Awarded Over Past 5 Years: Below Average

Table 3.3 indicates the number of Ed.S. degrees conferred (based on available data) over the last 5 years in programs housed in the College of Education and Health Professions.

| Program | 2007-2008 | 2008-2009 | 2009-2010 | 2010-2011 | 2011-2012 |
|---------------------------|------------------|------------------|------------------|------------------|------------------|
| Early Childhood Education | 0 | 2 | 5 | 5 | 7 |
| Educational Leadership | 32 | 139 | 34 | 32 | 30 |
| Middle Grades Education | 4 | 8 | 3 | 12 | 6 |
| School Counseling | NA | NA | NA | NA | 4 |
| Secondary Education | 5 | 10 | 4 | 10 | 6 |
| Special Education | NA | NA | NA | NA | 0 |

Table 3.3 Number of Degrees Conferred

The total number of degrees conferred over the 5-year period in the Ed.S. School Counseling program is lower than in other Ed.S. programs in the unit. However, with the exception of the Educational Leadership program, the number of degrees awarded in 2011-2012 is relatively comparable to the number of Ed.S. degrees awarded in other programs during that year.

III C. Comparison With CSU & University System of Georgia Programs: Data Not Available

Available data addresses Counseling master’s degrees awarded at some USG institutions, but this data is not provided for Ed.S. Counseling degrees awarded in the system.

III D. Retention Rates: Cannot Adequately Assess During The 5-Year Period Below

Table 3.4 shows the retention rates for Ed.S. degree programs housed in the College of Education and Health Professions at CSU.

| Program | Students Entering Fall 2006 (or Su 2006) and Returning the Following Fall | Students Entering Fall 2007 (or Su 2007) and Returning the Following Fall | Students Entering Fall 2008 (or Su 2008) and Returning the Following Fall | Students Entering Fall 2009 (or Su 2009) and Returning the Following Fall | Students Entering Fall 2010 (or Su 2010) and Returning the Following Fall |
|---------------------------|--|--|--|--|--|
| Early Childhood Education | 0% | 87.5% | 88.9% | 80% | 100% |
| Educational Leadership | 100% | 99.1% | 100% | 96.8% | 100% |
| Middle Grades Education | 0 students in Fall 2006 cohort | 100% | 85.7% | 75% | 100% |
| School Counseling | NA | NA | NA | 0% | 0 students in Fall 2010 cohort |
| Secondary Education | 100% | 50% | 66.7% | 80% | 83.3% |

Table 3.4 Retention Rates in COEHP Ed.S. Programs

Given reactivation of the program in Spring 2009 and the limited number of students, retention rates during the 5-year period noted above cannot be adequately assessed.

III E. Student Learning Indicators (Using a Variety of Data Sources): Above Average

Although all courses have different types of assignments that contribute to students’ final course grades, the Ed.S. School Counseling program also evaluates students’ progress on several key assessments throughout the course of the program. Table 3.5 below highlights the key assessments in the Ed.S. School Counseling program (note that some key assessments are course embedded, and others are not).

| Key Assessments | EDUF 7115 Psychology of Teaching | EDUF 7116 Action Research | COUN 7175 Counseling Supervision Theories and Techniques | COUN 7555 Selected Topics in Counseling (Advanced Group Process and Practice) | COUN 7555 Selected Topics in Counseling (Advanced Counseling Theory) | EDUL 7107 School System Reform and the Change Process | EDUL 7698 Internship for School Improvement |
|---|----------------------------------|---------------------------|--|---|--|---|---|
| GPA-at admission, during program, at exit (This key assessment is not course embedded) | | | | | | | |
| COUN 7175 Course-Embedded Assessment | | | X | | | | |
| COUN 7786 Course-Embedded Assessment 1 (Program is currently under review - COUN 7786, already an existing COUN course, will likely become new required course in this program of study) | | | | | | | |
| COUN 7786 Course-Embedded Assessment 2 (Program is currently under review - COUN 7786, already an existing COUN course, will likely become new required course in this program of study) | | | | | | | |
| Staffing (This key assessment is not course embedded) | | | | | | | |
| Exit Interview (This key assessment is not course embedded) | | | | | | | |

Table 3.5 Ed.S. School Counseling Program Key Assessments

As noted in Table 3.5, the program of study is currently under review. COUN 7786 has been restructured and may be likely to become a new required course in this program.

III F. Graduation Rate of Program: Satisfactory

Table 3.6 shows the 3-year graduation rates for Ed.S. degree programs housed in the College of Education and Health Professions at CSU.

| Program | Students Entering Fall 2005 (or Su 2005) | Students Entering Fall 2006 (or Su 2006) | Students Entering Fall 2007 (or Su 2007) | Students Entering Fall 2008 (or Su 2008) | Students Entering Fall 2009 (or Su 2009) |
|---------------------------|--|--|--|--|--|
| Early Childhood Education | 33.3% | 0% | 75% | 54.5% | 60% |
| Educational Leadership | 100% | 100% | 99.1% | 100% | 83.3% |
| Middle Grades Education | 100% | 0 students listed in Fall 2006 cohort | 100% | 37.5% | 57.1% |

| | | | | | |
|---------------------------|-------|-------|-------|-------|-------|
| School Counseling | NA | NA | NA | NA | 100% |
| Secondary Education | 0% | 75% | 50% | 50% | 70% |
| Total: All Ed.S. Programs | 88.9% | 90.9% | 96.8% | 72.3% | 76.3% |

Table 3.6 3-Year Graduation Rates

In the 5-year review period in the table above, only the final column is applicable to the assessment of the 3-year graduation rate for this program (due to reactivation in Spring 2009). Though the graduation rate is reflected as 100% in that column, the program is assessed as only satisfactory in this area due to low enrollment.

III G. Cost Effectiveness of Instructional Delivery: Satisfactory

As illustrated below in Tables 3.7 and 3.8, the budget for the Department of Counseling, Foundations, and Leadership represented approximately 3% of the total instructional costs for Columbus State University (CSU) from 2008 to 2012, ranging from approximately 2.86% in 2010 to 3.47% in 2008. In addition, the information in Table 3.8 addressing institutional budgetary data shows an increasing trend in instructional costs, generation of credit hours, and total headcount. Though the cost per headcount appears to have varied since 2008, the last cost-per-headcount figure from 2011 is the highest amount in the 2008-2011 time period. Also based on the available data highlighted in the tables below, state funding allocated to departments appears to have increased annually, with the exception of state funding allocated to the Department of Teacher Education.

| Department/Program | Fiscal Year | | | | |
|--|--------------------|--------------------|--------------------|--------------------|--------------------|
| | 2008 | 2009 | 2010 | 2011 | 2012 |
| Department of Biology | | | | | |
| State Funds | \$1,281,713 | \$1,284,732 | \$1,244,498 | \$1,333,196 | \$1,374,909 |
| Grant Funds | \$5,115 | \$23,410 | \$41,925 | \$66,091 | \$8,782 |
| <i>Total</i> | <i>\$1,286,828</i> | <i>\$1,308,142</i> | <i>\$1,286,423</i> | <i>\$1,399,287</i> | <i>\$1,383,691</i> |
| Department of Counseling, Foundations, & Leadership | | | | | |
| State Funds | \$1,105,758 | \$1,037,768 | \$991,051 | \$1,177,501 | \$1,186,887 |
| Grant Funds * | | | | | \$5,000 |
| <i>Total</i> | <i>\$1,105,758</i> | <i>\$1,037,768</i> | <i>\$991,051</i> | <i>\$1,177,501</i> | <i>\$1,191,887</i> |
| Department of Health, PE & Exercise Science | | | | | |
| State Funds | | \$241,322 | \$844,936 | \$1,068,143 | \$1,148,276 |
| Grant Funds * | | | | \$538 | \$805 |
| <i>Total</i> | <i>\$0</i> | <i>\$241,322</i> | <i>\$844,936</i> | <i>\$1,068,681</i> | <i>\$1,149,081</i> |
| School of Nursing | | | | | |
| State Funds | \$1,706,289 | \$1,715,713 | \$1,894,321 | \$2,004,013 | \$2,278,912 |
| Grant Funds * | \$145,857 | \$128,783 | \$95,113 | \$425,671 | \$310,099 |
| <i>Total</i> | <i>\$1,852,146</i> | <i>\$1,844,496</i> | <i>\$1,989,434</i> | <i>\$2,429,684</i> | <i>\$2,589,011</i> |
| Department of Teacher Education | | | | | |
| State Funds | \$2,340,134 | \$2,162,502 | \$1,993,635 | \$1,823,652 | \$1,977,860 |
| Grant Funds | \$41,841 | \$61,223 | \$131,963 | \$129,421 | \$102,877 |
| <i>Total</i> | <i>\$2,381,975</i> | <i>\$2,223,725</i> | <i>\$2,125,598</i> | <i>\$1,953,073</i> | <i>\$2,080,737</i> |
| * Grant funds are actual expenditures for the FY | | | | | |
| Accomplished Teaching | | \$189,769.00 | \$324,634.00 | \$403,870.00 | \$751,504.00 |
| M.Ed. Leadership | | \$48,000.00 | \$127,770.00 | \$97,742.00 | \$88,915.00 |

Table 3.7 Budget Data for Comprehensive Program Review

| Fiscal Year | Instructional Costs | Total Credit Hours Generated | Total Headcount | Cost per Credit Hour | Cost per Headcount |
|--------------------|----------------------------|-------------------------------------|------------------------|-----------------------------|---------------------------|
| 2008 | \$31,868,466.00 | 164,732 | 7,590 | \$193 | \$4,199 |
| 2009 | \$31,193,232.00 | 171,280 | 7,953 | \$182 | \$3,922 |
| 2010 | \$34,596,532.00 | 178,470 | 8,179 | \$194 | \$4,230 |
| 2011 | \$37,092,885.00 | 178,078 | 8,298 | \$208 | \$4,470 |
| 2012 | \$39,203,981.00 | | | | |

Table 3.8 Total Instructional Costs Per Credit Hour and Headcount at CSU

Section Four – Program Viability

IV.A. Summary of Program’s Viability: Below Average

Reference Supporting Information Previously Presented in This Report

As noted in this report, the Ed.S. School Counseling program’s quality is above average or satisfactory overall, although the viability in terms of enrollment and resources is below average. The program has been able to exist on present resources since the reactivation in Spring 2009; however, if numbers are increased, then additional faculty resources are necessary to address the instructional and administrative needs of this program to continue program enhancement.

Summarize Recommendations for the Future of the Program

Although the program quality is above average or satisfactory and faculty members continue to focus on ways to further enhance the program, key recommendations for the future of the Ed.S. School Counseling program include:

- Ongoing assessment of program viability, particularly given the expansion of programs in the department to include an option of an online master’s degree in School Counseling and the resources necessary for that program, which may have an impact on the delivery and administration of Ed.S. program (timeline: current and ongoing).
- Addressing needed revisions to the program of study (timeline: assess needs during AY 2013-2014).
- Continuing enhancement of assessment practices, related to both program key assessments and course assessments, through further integration of LiveText (timeline: initial phase of exploration to begin in AY 2013-2014 – this item is dependent on changes to the program of study).
- Exploration of prospective changes to program delivery (e.g., cohort model, online programming) (timeline: assessment of this issue is anticipated to receive a stronger focus in AY 2013).
- Continuing focus on enhancing program diversity (timeline: ongoing process).

Include Timetable for Program Changes

Please see timelines indicated in the previous section.

IV. B. Summary of Program Improvement Plan: Below Average

Reference Recommendations Previously Made in This Report

Although the program quality is above average or satisfactory, the program can continue to be strengthened primarily through refinement of the program of study and ongoing enhancement of assessment practices, if the program is deemed to be viable. However, resources have been limited to address the administrative and program delivery functions of the program. The administration supported hiring an additional Counseling faculty member to join the department in Fall 2012; since that time, a decision to add an online M.Ed. School Counseling program has been made, and this program will require significant resources to implement. As mentioned previously in Section III.A., a needs assessment regarding Ed.S.-level education in school counseling has recently been conducted with school counselors and interns in the region.

Specify Initiatives/Actions to be Implemented

Specific program improvement plans include the following initiatives:

- Review and make changes, as needed, to the program of study (timeline: assess needs during AY 2013).
- Integration of LiveText to facilitate program and student assessment practices and strategic planning (timeline: initial phase of exploration to begin in AY 2013 – this item is dependent on possible changes to the program of study).
- Review data from needs assessment and identify other program improvement plans based on that data (timeline: AY 2013).
- Continued implementation of Desire2Learn for courses with online components (timeline: ongoing).
- Continued focus on student learning outcomes and key assessments and make changes, as deemed appropriate (timeline: ongoing; dependent on changes to the program of study).
- Reassess exit processes and possibly replace exit interview with e-portfolio requirement (timeline: AY 2013).

Include Timetable for Program Changes

Please see timelines indicated in the previous section.

Address Any New or Reallocated Resources Required to Implement Improvement Plan

Although the program has been reviewed recently through the assessment of the Educator Preparation Unit at CSU by a Board of Examiners (BOE) consisting of representatives from the National Council for Accreditation of Teacher Education (NCATE) and the Georgia Professional Standards Commission (PSC), assessment of program viability and needed resources is key to any future improvements. If the program is deemed to be viable, with the goal of continued program improvement, specifically within the context of expansion of online offerings at the master's level, additional faculty resources are needed to meet the instructional and administrative needs of the Ed.S. School Counseling program and of the counseling programs, in general.

Specific examples of resources and support needed to foster program improvement include:

- Hiring of additional full- and part-time faculty, support staff, and graduate assistants to support ongoing delivery of administrative and instructional responsibilities for the Counseling programs overall, while also providing adequate time for scholarly and service activities.

- Support of CACREP accreditation of the master's programs to allow for manageable faculty-student ratios for instruction, supervision, and advising. If adequate resources are not available for the department's master's programs in Counseling, then there will also be limited resources available for instructional and administrative needs of the Ed.S. program.
- Funding for professional development activities, including attendance at workshops and conferences (for student travel, as well).
- Continued resources (e.g., training, technology) to support online instruction.

APPENDIX – FACULTY CURRICULA VITAE

(Please see CV in accompanying attachment.)

APPENDIX – BOE Report

(Please see final report in accompanying attachment.)