

OKLAHOMA STATE UNIVERSITY
ACADEMIC PROGRAM REVIEW
EXECUTIVE SUMMARY

DEPARTMENT OR DEGREE PROGRAM: M.S. Program in Counseling, options in School Counseling and Community Counseling

Address items specified in OSRHE policy on program review (VI-Content of Program Review Reports): description of review process, program objectives, student outcomes assessment, and program recommendations. Please limit the summary to 1 or 2 pages.

This program review was coordinated by Dr. Erik Rabinowitz for the School of Applied Health and Educational Psychology (SAHEP). At the program level, Dr. Camille DeBell prepared the review documents, manages the annual assessment process, and prepared the self-study for seeking accreditation through Council for Accreditation of Counseling and Related Educational Programs (CACREP). This self-study process served as a primary source for information to be included in this program review. All faculty in the Counseling Area, master students, and numerous professionals in the discipline participated in preparation of the self-study and the resulting program review.

These programs lead to the M.S. in Counseling and have several core program objectives. Students in these programs gain knowledge and understanding of: 1) professional identity, including history of the profession, roles of counselors, organizational structures, ethics, standards, credentialing, public policy, advocacy, and emerging issues in the profession; 2) social and cultural diversity, including multicultural trends, counseling strategies, theories, competencies, and contextual factors for working with diverse populations, and counselor's roles in social justice and advocacy; 3) human growth and development, including theories of learning, development, and transition, both normal and abnormal, for individuals and families across the lifespan; 4) career and lifestyle development, including theories, models, assessment and counseling strategies, information resources, program planning and administration, and emerging issues in a changing world-of-work; 5) helping relationships, including counselor and consultant characteristics, and counseling, consulting, and systems theories, processes, and skills for working with families, children, and adults; 6) group work, including group development, group dynamics, and group counseling theories, methods, and skills; 7) assessment, including basic principles of testing and assessment, case conceptualization, diagnosis, diversity factors related to assessment, and individual and group approaches to assessment and evaluation; 8) research and program evaluation, including research methods, basic statistics, needs assessment, and program evaluation.

Student outcomes are assessed in the following ways: 1) in the annual assessment report, student outcomes are linked to program objectives such as passing grades in select courses, performance on key assignments, etc.; 2) in the school counseling option, student outcomes are assessed by a portfolio assignment, which is linked to program objectives and reviewed twice during the student's enrollment in the program; and, 3) all students are evaluated on their progress in the program once per year, and given written feedback by their advisors (these evaluations are also tied to program objectives); and, 4) when possible, summative data such as pass rates of

graduates on licensure and certification exams are obtained. These results are disseminated to the Advisory Committee and program faculty. For more specific examples, see Criterion V.D.

From 2002-2004, all student outcome objectives were met. During this same time period, 108 students enrolled in the program were evaluated on their progress. Eleven were evaluated as making exemplary progress, 83 were evaluated as making satisfactory progress, and 14 were evaluated as making less than satisfactory progress—these latter students met with their advisors and remediation plans were developed and implemented. All students were notified in writing about the outcome of this evaluation. (Note: 2002-2004 are the only years for which we have complete data).

Faculty in the Counseling program area in SAHEP perform many functions beyond teaching classes, conducting research, and serving on committees. They also provide weekly individual supervision of students who are providing counseling services in their on-campus training clinics here and in Tulsa; they conduct on-campus, personal interviews with applicants seeking admission (considered necessary in a field that must consider personal qualities and interpersonal skills, as well as standard academic criteria for admission); they network and establish contracts with practicum and internship sites, many of which provide assistantship funding for students in exchange for their supervised provision of services; and, they perform many leadership functions pertinent to program accreditation and program management. In order to maintain our expected CACREP accreditation, to grow our program (especially on the Tulsa campus) in order to meet consumer and manpower demands, and to relieve program faculty from excessive burdens of administrative and service responsibilities that impede faculty scholarship and productivity, it is recommended that at least one additional, tenure track faculty position in counseling be established that is dedicated to the Tulsa campus, where these programs are likely to continue to grow in the coming years. Furthermore, having a full-time clinical faculty member primarily devoted to directing and managing the operation of the Stillwater and Tulsa training clinics would be most helpful.

Dean  (Signature) Date 3-14-05

Note: Complete one of these forms for each degree program

OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION

2004 - 2005

ACADEMIC PROGRAM REVIEW
BACCALAUREATE, MASTERS & DOCTORAL DEGREES

OKLAHOMA STATE UNIVERSITY

M.S. Program in Counseling

Title of unit or degree program reviewed (Level III)

With options (Level IV) in: Community Counseling
School Counseling

Counseling

Degree designation as on diploma (Level II)

M.S.

Formal degree abbreviation (Level I)

Degree-granting academic unit School of Applied Health and Educational Psychology

<u>M.S.</u> (Name)	<u>406</u> (Cost Center)					
CIP code	<u>1</u>	<u>3</u>	<u>1</u>	<u>1</u>	<u>0</u>	<u>1</u>
HEGIS code			<u>0</u>	<u>8</u>	<u>2</u>	<u>6</u>
Instructional Program code				<u>1</u>	<u>9</u>	<u>4</u>

Name of department head: Dr. Al Carlozzi

Program holds specialized accreditation from Council on the Accreditation of Counseling and Related Educational Programs (CACREP), expected Fall, 2005.

Name and title of contact person: Dr. John Romans
Program Coordinator for the Counseling Area

Date of Institutional Governing Board Review: _____

President _____ Date: _____

OVERVIEW

A. Description of the Departmental/Program Review Process *(Briefly describe how the review was conducted and who was involved)*

The program review was coordinated by Dr. Erik Rabinowitz for the School of Applied Health and Educational Psychology. At the program level, Dr. Camille DeBell prepared the review documents, manages the annual assessment process, and prepared the self-study for seeking accreditation through Council for Accreditation of Counseling and Related Educational Programs (CACREP). This self-study process served as a primary source for information to be included in this program review. All faculty in the Counseling Area, master students, and numerous professionals in the discipline participated in preparation of the self-study and the resulting program review.

B. Recommendations from Previous Program Reviews. *(Discuss actions taken to address the recommendations of program faculty from the last program review.)*

The entire master's program curriculum was reviewed and revised from Fall, 2001-Fall, 2002. The option in school counseling was re-developed and re-opened in 2002. The objectives for the master's program were reviewed and revised in 2001 and again in Fall, 2002. The degree name was changed from "Counseling and Student Personnel" to "Counseling" in 2003. Individuals involved in this review included current faculty, current students, and the Advisory Committee. In addition, program objectives are submitted for review and approval annually by the Master's Program Advisory Committee (see Appendix C for Program Mission Statement and Objectives; see Appendix D for Advisory Committee Membership).

CRITERION I Program Centrality

A. Goals & Objectives of Degree Programs *(List each degree option, its clientele, objectives, and expected student outcomes. For program clientele, briefly describe the students in the program, e.g., are they primarily full-time traditional college-age students in Stillwater or part-time nontraditional students in Tulsa? Expected student outcomes for the degree program are described in the program's Student Outcomes Assessment Plan)*

Degree Program: Counseling, with options in School Counseling and Community Counseling

Program Clientele: primarily full-time traditional graduate-age students in Stillwater and non-traditional students in Tulsa

Program Objectives:

Students in this Program will gain knowledge and understanding of:

1. Professional identity, including history of the profession, roles of counselors, organizational structures, ethics, standards, credentialing,

- public policy, advocacy, and emerging issues in the profession.
2. Social and cultural diversity, including multicultural trends, counseling strategies, theories, competencies, and contextual factors for working with diverse populations, and counselor's roles in social justice and advocacy.
 3. Human growth and development, including theories of learning, development, and transition, both normal and abnormal, for individuals and families across the lifespan.
 4. Career and lifestyle development, including theories, models, assessment and counseling strategies, information resources, program planning and administration, and emerging issues in a changing world-of-work.
 5. Helping Relationships, including counselor and consultant characteristics, and counseling, consulting, and systems theories, processes, and skills for working with families, children, and adults.
 6. Group Work, including group development, group dynamics, and group counseling theories, methods, and skills.
 7. Assessment, including basic principles of testing and assessment, case conceptualization, diagnosis, diversity factors related to assessment, and individual and group approaches to assessment and evaluation.
 8. Research and program evaluation, including research methods, basic statistics, needs assessment, and program evaluation.

In addition, the school counseling option has adopted the following competencies based on the Oklahoma Competencies for Certification of School Counselors (www.sde.state.ok.us/home/defaultie.html).

Additional competencies for School Counselors

Candidates for certification will gain knowledge and understanding of:

1. Human development in order to provide a comprehensive, developmental guidance and counseling program.
2. The impact of environmental influences on students' developmental achievement, to help students develop strategies to reason and cope with situations that may hinder learning.
3. Effective leadership skills to plan, implement, and evaluate a comprehensive, developmental guidance and counseling program to address the needs of all students.
4. Guidance and counseling services that address the needs and concerns of students and that help students develop skills to use in future situations.
5. How to facilitate the education and career development of individual students to help all achieve success.
6. Formal and informal assessment to provide information about and to students, to monitor student progress and to recommend changes to the student's educational environment.
7. Consultation processes with parents and school personnel, how to provide professional expertise and establish collaborative relationships that foster a support system for students, parents, and the community.
8. Human diversity as it applies to providing equitable guidance counseling services for all

students and promoting a climate of mutual respect that helps students value themselves and others.

9. The need for strong and positive ties with the home and the community to promote students' growth in school and beyond the school setting.
10. Professional ethical codes, the importance of professional development and the need to work with colleagues to advance the profession.

Expected Student Outcomes:

B. Linkage of the Program to Institution's Mission *“Proud of its land grant heritage, Oklahoma State University advances knowledge, enriches lives, and stimulates / enhances economic development through instruction, research, outreach, and creative activities”*

The mission of the College of Education

- The College of Education, a community of scholars, prepares and develops professionals who facilitate life long learning and enrich quality of life for individuals in diverse settings. The college leads in the generation of knowledge in our professional areas and advances professional development through teaching, research, and outreach.

The mission of the School of Applied Health and Educational Psychology

- The School of Applied Health and Educational Psychology fosters the development, integration, and application of knowledge, theory, skills, and experiences to promote social, physical, psychological, educational, and environmental health.

The mission of the program in Counseling

- The M.S. Program in Counseling was founded to prepare professional counselors who are knowledgeable in counseling theories and techniques, who can translate counseling theory into effective counseling practice, who are committed to respecting diversity among people, and who ascribe to the highest of ethical standards and practice. The Program incorporates teaching in psychological, pedagogical, and counseling theory, research, and practice into a practitioner-based training program that allows graduates to apply knowledge in these areas to their practice in school and mental health settings in the community. Consistent with the land-grant tradition of Oklahoma State University, the Program is committed to the outreach and training of students from Oklahoma and elsewhere who represent diversity in gender, race, ethnicity, sexual orientation, culture, rural or urban backgrounds, socioeconomic status, religious affiliation, and disability status.

CRITERION II

Program Curriculum and Structure

A. Program Structure *(current degree requirements)*

Common Counseling Core for School and Community Options (36 credit hours):

CPSY 5473 Introduction to Counseling Practice

CPSY 5553 Principles of Counseling
CPSY 5493 Professional and Ethical Issues in Counseling
EPSY 5103 Human Development
CPSY 5503 Multicultural Counseling
CPSY 5583 Group Process
CPSY 5453 Vocational and Career Information
CPSY 6553 Advanced Practice in Marriage & Family Treatment
EPSY 6323 Psychological Consultation
CPSY 5593 Counseling Practicum
CPSY 5683 Internship in Counseling I
CPSY 5693 Internship in Counseling II

Research and Inquiry (6 credit hours; required for both options)

REMS 5953 Elementary Statistical Methods in Education
REMS 5013 Research Design and Methodology

Community Counseling Option (18 credit hours)

CPSY 5483 Community Counseling & Resource Development
CPSY 5563 Conceptualization & Diagnosis in Counseling
CPSY 5523 Individual Appraisal
*(electives) 6 graduate credit hours, must be counseling or psychology-related
(one of the following):*
REMS 5373 Educational Measurements OR
CPSY 5783 Psycho-educational Testing of Exceptional Individuals

School Counseling Option: (15 credit hours)

CPSY 5513 Comprehensive School Counseling Programs
CPSY 5533 Developmental Interventions
EPSY 5113 Child Psychopathology
CIED 5053 Curriculum Issues
(one of the following):
CPSY 5523 Individual Appraisal OR
CPSY 5783 Psycho-educational Testing of Exceptional Individuals

Thesis or Creative Component:

CPSY 5000 Master's Thesis (6 hours) **OR** A Creative Component approved by the student's advisory committee for no additional credit hours.

TOTAL Hours: 60 for Community option; 57 for School option

B. Distance Education *(List the courses offered by electronic or other distance delivery methods)*

Internet classes

EPSY 5103.501

Human Development in Psychology

EPSY 5463.501

Psychology of LearningREMS 5953.501Elementary Statistical Methods in Education**C. Articulation Agreement** (*Identify the articulation (2+2) agreements the program has with community colleges*)

NONE

D. Multidisciplinary programs (*Briefly describe how program faculty participate in multidisciplinary programs with other OSU departments or other institutions*)

Students in the program in College Student Development, School of Educational Studies, College of Education, are offered (as electives) 3 courses in our program. However, the program in College Student Development is not technically a multidisciplinary program with our master's program in counseling.

In addition, the following are not multidisciplinary programs, but rather, our cooperative relationships with other academic units that include, but are not exclusive to, the following:

- a. Department of Psychology—offers elective courses that our students sometimes take (e.g., PSYC 6443, Behavioral Medicine)
- b. Department of Human Development and Family Science—offers elective courses that our students sometimes take (e.g., FRCD 5583, Human Sexuality)
- c. Department of Sociology—offers elective courses (e.g., SOC 5043, Advanced Topics in Gender and Work)
- d. Within the College of Education, students take required courses in Educational Psychology, School Psychology, Curriculum & Instruction, Special Education, and Research and Evaluation (see curriculum requirements, Section II). They may also take electives within these or other program areas and schools within the College of Education (e.g., HHP 4033, Alcohol and Drug Education—this course can be taken for graduate credit).
- e. University Counseling Center and University Health Services--offers practical and internships for Counseling Area clinical training; provides experienced, licensed professionals who act as guest lecturers and adjunct professors in areas of expertise (University Catalog 2004-2005, p. 31-32). Past adjuncts have included Dr. Suzanne Burks (Counseling Center Director) and Dr. Joni Hays (Coordinator of Career Resources).

CRITERION III Program Resources

A. New facilities and major equipment (*Describe major changes in facilities and major equipment added in the past 5 years*)

Counseling and Training Clinic, OSU Tulsa Campus: 4 private counseling rooms, video cameras in all rooms, a media room with monitors for viewing each of the 4 counseling rooms, two-way mirrors and telephones in all counseling rooms to facilitate live supervision. The rooms are also completely furnished with chairs, tables, lighting, etc. In addition, there is a workroom for student trainees that has two desktop computers.

Because the College of Education regularly replaces faculty computers every three years, a

number of our faculty have received new computers in the past 5 years. Computers and other equipment have also been regularly updated in the College of Education Technology Center (ETC), used by students and staff.

B. Academic and administrative efficiencies *(In the past 5 years, what strategies has the program used to achieve greater academic and administrative efficiencies?)*

- Most Tulsa courses are offered only once every two years.
- Most Stillwater courses are offered only once per year.
- Some required courses are taught in other programs.
- Administrative tasks are distributed amongst faculty (with some having more than one responsibility).
- We try to have the largest course sections allowed by our accreditation body.
- We have the largest student to faculty ratio allowed by the accreditation requirements.
- We've increased the maximum course enrollment in sections of our undergraduate course (CPSY 1112) from 25 to 35.
- Most classes in Tulsa are taught by Stillwater faculty using existing faculty verses hiring numerous adjunct faculty in the Tulsa area.
- Current faculty do all student advising and manage both training clinics.
- Current faculty compile and write all assessment data and reports; given the nature of our program and our accreditation demands, these assessment tasks are significant.

C. External funding.

See Appendix A External Grants, Contracts, and Gifts Awarded to Program Faculty for the past 5 years

CRITERION IV
Productivity

A. Number of majors (headcount), student credit hours, and average time to graduation.

Attach a copy of the 5 Year Academic Ledger for the department. *(Briefly summarize changes in the number of majors, student credit hours generated, and average time to graduation during the past 5 years.)*

Our most recent data from the College of Education graduate records database shows 80 students in the Community Counseling and School Counseling programs.

The major changes have been:

- a new program degree option in school counseling (Beginning in 2003), currently with 11 students;
- separation of the program option in Student Personnel—it is now in a different part of the College of Education;

- increased enrollment on the Tulsa campus.

It takes a minimum of 4 long semesters and 2 summer sessions (of full-time enrollment) to complete our master's program. Most students complete the program in this time period if they are full-time students; part time students take longer; this is seen particularly on the Tulsa campus where our students are often older-than-average-age-students and working concurrently. Students on both campuses (but particularly in Tulsa) must plan their degree programs carefully, as courses are offered only yearly in Stillwater and every 2 years in Tulsa. This requires vigilant and careful advising by program faculty.

STUDENT CREDIT HOURS

Academic Year	Type	CPSY Lower Division	CPSY Master's	CPSY Doctoral	Total
99-00	OSU	710	1046	594	2350
99-00	Tulsa	0	468	13	481
99-00	Extension	0	45	0	45
99-00	Total	710	1559	607	2876
00-01	OSU	790	1107	643	2540
00-01	Tulsa	0	369	42	411
00-01	Extension	0	64	0	64
00-01	Total	790	1540	685	3015
01-02	OSU	1138	963	564	2665
01-02	Tulsa	0	517	15	532
01-02	Extension	0	0	0	0
01-02	Total	1138	1480	579	3197
02-03	OSU	1126	943	532	2601
02-03	Tulsa	0	451	51	502
02-03	Extension	0	0	0	0
02-03	Total	1126	1394	583	3103
03-04	OSU	1038	786	686	2510
03-04	Tulsa	0	643	0	643
03-04	Extension	0	0	0	0
03-04	Total	1038	1429	686	3153

B. Faculty ratio and class size. Attach a copy of the 5 Year Academic Ledger for the department. *(Briefly summarize changes in the student to faculty ratio and class size during the past 5 years. Provide a brief explanation of the future plans for the program related to student to faculty ratio and class size, the time frame required to accomplish these plans, and the budget implications of the plans.)*

- We've increased the student:faculty ratio in our undergraduate course (CPSY 1112) to 35:1
- Currently, our student:faculty ratio in our master's program is 10.8:1. Our accrediting body (CACREP) requires a maximum ratio of no more than 10:1. Because we are currently at the upper limit of this requirement, we can not grow the master's program without additional resources.

C. 5 year average number of degrees conferred and majors. Refer to the OSRHE productivity spreadsheet. *(Compare the number of graduates and majors to the minimum productivity standards established by the Oklahoma State Regents for Higher Education)*

TABLE OF 5-YEAR AVERAGES

Degree	Number of Degrees Conferred		Majors (Headcount) – Fall Semester	
	OSRHE standard	5 yr average	OSRHE standard	5 yr average
Certificate	NA	NA	NA	NA
Baccalaureate	5	NA	12.5	NA
Masters	3	20.2	6.0	Fall 05-80 students
Doctoral	2	NA	4.5	NA

Note. Degrees conferred include 1999-2003. complete 2004 data unavailable.

If the department has more than one degree program in a degree level (e.g, BS and BA), please list the number of degrees and headcount enrollment for each program separately.

If the five year average for any degree program does not meet State Regents' minimum productivity requirements for graduates and/or headcount enrollment provide a brief explanation of the future plans for the program that will enable it to meet the productivity requirements, the time frame required to accomplish these plans, and the budget implications for continuation of the program.

From 12/99 to 7/04, there were 98 graduates in the master's program in counseling. Approximately 200 graduates of our program are currently licensed as professional counselors in the state of Oklahoma, and about 50 are certified school counselors in the state. Clearly, the number of our graduates who are serving the needs of the people of Oklahoma is consistent with OSU's mission as the major land-grant university in the state.

CRITERION V
Quality

A. Program faculty qualifications

Name	Faculty Status (Regular or Adjunct)	Faculty FTE in program	Degrees Earned		Related Work Experience
			Highest	Highest in Teaching Area	(years)
			Type	Type	
Jan Bartlett	Assistant Professor	Yes	Ph.D	Ph.D	12
Teresa M. Bear	Assistant Professor	Yes	Ph.D	Ph.D	19
Donald Boswell	Associate Professor	Yes	Ph.D	Ph.D	18
Alfred Carlozzi	Professor	No	Ed.D	Ed.D	26
Barbara Carlozzi	Assistant Professor	Yes	Ph.D	Ph.D	27
Camille DeBell	Associate Professor	Yes	Ph.D	Ph.D	23
Sue C. Jacobs	Associate Professor	Yes	Ph.D	Ph.D	24
John S. C. Romans	Associate Professor	Yes	Ph.D	Ph.D	23
Carrie Winterowd	Associate Professor	Yes	Ph.D	Ph.D	17

B. Evidence of regional / national reputation and ranking

We expect both our school and community options to be fully accredited by CACREP in Fall, 2005, with the accreditation being retroactive to Fall, 2004. CACREP is the nationally recognized accrediting body for master's programs in counselor education. When accredited, we will be the only CACREP accredited counselor education program in Oklahoma.

C. Scholarly activity. Complete Appendix B Record of Significant Scholarly, Artistic and/or Creative Work for the past 5 years. (*Describe the changes in scholarly activity during the past 5 years.*)

The quality and visibility of faculty scholarship has increased in the past five years, as evidenced by the increased number of faculty publications such as books and major grant activity; also, there is evidence of an increased number of faculty publications in

prestigious and key professional journals. At the same time, the overall number of publications has not substantially increased, due largely to the increased administrative and /program management load of most faculty in the program, who are required to manage three separate and distinct graduate programs and two clinics on two OSU campuses.

- D. Assessment of student achievement of expected learning outcomes for each degree program** (this information should be available in your annual assessment reports). Select 3-5 key expected learning outcomes for each degree program. Identify the primary method used to assess student achievement of the selected outcomes. *Please indicate the year(s) the assessment was conducted, the number of program graduates that year, and the number of students assessed.*

Degree Program: M.S. Counseling

Key Expected Outcome	Method used to assess this outcome	Years this assessment conducted	No. of grads/ number assessed
1. Gain knowledge and understanding of: Professional identity, including history of the profession, roles of counselors, organizational structures, ethics, standards, credentialing, public policy, advocacy, and emerging issues in the profession	Grade of B or better in CPSY 5493 Grade of B or better on paper assignment on roles and values of counseling professionals Review of student progress	summer 2002-spring 2003 and summer 2003-spring 2004	42 enrolled students 17 enrolled students all enrolled students in 02-03 = 47; 03-04 = 61
2. Gain knowledge and understanding of: Social & cultural diversity, including multicultural trends, counseling strategies, theories, competencies, and contextual factors for working with diverse populations, and counselors' roles in social justice and advocacy.	Grade of B or better in CPSY 5503 Documentation of acceptable performance on class presentation in CPSY 5503	summer 2002-spring 2003 and summer 2003-spring 2004	31 enrolled students 60 enrolled students
3. Gain knowledge and understanding of:	Grade of B or better in CPSY 5583	summer 2002-spring 2003	56 enrolled students

Group Work, including group development, group dynamics, and group counseling theories, methods, and skills	Grade of B or better on formal self-assessment paper assignment in CPSY 5583	and summer 2003-spring 2004	25 enrolled students
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Note: Number of graduates for periods identified in table above:

summer '02: 6

fall '02: 4

spring '03: 10

summer '03: 7

fall '03: 7

spring '04: 14

D. Overview of results from program outcomes assessment (this information should be available in your annual assessment reports). For each key expected outcome, summarize results of assessment and describe how results have been interpreted relative to that outcome. *(To what extent are students achieving each expected outcome? What do assessment results indicate are curricular strengths or areas for improvement / program development?)*

1. MET.

Review of student progress for 02-03: 47 current students were reviewed in Spring 2002. Of these, 2 were evaluated as making exemplary progress, and 41 were evaluated as making satisfactory progress. Some concerns about progress were found with 4 students, for whom remediation plans were developed by the student and their advisors.

Review of Student progress for 03-04: 61 current students were reviewed in Spring 2004. Of these, 9 were evaluated as making exemplary progress, and 42 were evaluated as making satisfactory progress. Some concerns about progress were found with 10 students, for whom remediation plans were developed by the student and their advisors.

Overall, assessment results indicate that our courses are adequately meeting our program objectives.

E. Feedback from program alumni / documented achievements of program graduates

(Describe achievements of program graduates obtained from other sources such as department-sponsored alumni surveys, alumni advisory boards, professional societies, etc. Summarize alumni survey results for the degree program, including, if available, information on employment and continued education of program graduates and graduates perceptions of program quality)

Formative Evaluation Data:

In Fall, 2002, a follow-up survey was conducted with recent graduates (i.e., graduates from the past three years) of the program. Data were collected through the early Spring semester, 2003. A total of 51 surveys were sent; 13 were completed (25% response rate). The mean rating by respondents of the overall program faculty was 4.3 (5 = very satisfied; SD = 1.18, N = 13). The overall mean rating of the program was 3.85 (SD = 1.29, N = 13).

In Fall, 2002, a survey was conducted with clinical site supervisors and employers of program graduates. Data were collected through the early Spring semester, 2003. A total of 56 surveys were sent, and a “second request” was sent to all who didn’t respond. This resulted in 23 surveys returned (41% response rate). The overall mean rating of OSU graduates was 3.9 (5 = far above average; SD = .56, N = 20). The overall mean rating of the quality of our master’s program, in comparison to other programs, was 3.95 (SD = .62, N = 19).

Using a sample of all of the 276 course evaluations that were collected in CPSY master’s level courses in 2002, faculty received an overall mean rating of 3.51 (*sd* = .60; 4 = “very high.”). The 19 courses on which these evaluations were based received an overall mean rating of 3.59 (*sd* = .47; 4 = “definitely yes” [“this was a good course”])

In addition, in 2002, the Graduate College of OSU surveyed current students in the program. The mean rating of overall satisfaction with the program was 3.6 (4 = satisfied/agree and 1 = dissatisfied/disagree; *SD* not available; *N* = 14). This is compared to an overall OSU mean rating of satisfaction of graduate students of 3.3.

All of these sources of evaluative data will be collected and compiled again in Fall 2005.

Summative Evaluation Data

In Oklahoma, students who wish to obtain **school counselor certification** must pass a competency based, criterion-referenced exam (The Certification Exam for Oklahoma Educators, CEOE), administered by the Oklahoma Commission for Teacher Preparation. Specifically, students take an Oklahoma Subject Area Test (OSAT) in School Counseling. Between 2000-2002, 11 OSU graduates took and passed the exam (100% pass rate)

In Oklahoma, counselors who wish to be licensed must pass the **Licensed Professional Counselor (LPC) Exam**, administered by the State. Between 2002-2003, 17 OSU graduates took the test and 16 passed, for a 94% pass rate.

F. Other Program Evaluations (*Comment on the results of any outside reviews of the program or any institutional reviews within the last 5 years.*)

The program was reviewed by CACREP in 2004-2005. This review consisted of a lengthy self-study and an on-site visit. The results of the evaluation were that we met 99.7% of the almost 300 objectives outlined by CACREP, and within the next 6 months we will meet 100% of these objectives. We expect to receive full accreditation for both the school and community options in Fall ‘05; it will be retroactive to Fall ‘04.

CRITERION VI Program Demand/Need

A. Occupation Manpower Demand (If applicable)

1. Advisory Committee Membership – **see Appendix D**
2. Advisory Committee Recommendations--**NONE**
3. School Response to Recommendations--**NONE**
4. Other sources and documents indicating demand--**None**

B Societal Needs for the Program

Program objectives have been designed to meet the manpower needs of the State of Oklahoma for licensed counselors and school counselors, as evidenced by our consultation with the following bodies for developing our program objectives: CACREP standards, Oklahoma Board of Examiners for Licensed Counselors, the National Board for Certified Counselors, the conceptual framework for OSU's Professional Education Unit, Oklahoma State Regents for Higher Education Policies, Oklahoma Commission for Teacher Preparation rules, National Council for the Accreditation of Teacher Education Standards, and Oklahoma State Department of Education requirements. In addition, manpower needs for counselors in Oklahoma are significant, as evidenced by the high employment rate of our graduates.

C Graduate student applications and enrollment changes. Refer to the spreadsheet that lists the number of graduate student applications, acceptances, enrollments, and graduates for the past 3 years. *(Comment on the number of applications, acceptances, and enrollments, and changes over time. For example, if applications are relatively high but the department accepts few students, why are most students denied admission? If acceptances are relatively high, but enrollments are low, why do admitted students not enroll? Is the rate of graduations consistent with the enrollment number and the expected time to earn the degree? Then provide a brief explanation of the future plans for the program that will enable it to improve numbers of concern, the time frame required to accomplish these plans, and the budget implications for these plans.)*

Our number of applicants has increased in recent years, particularly on the Tulsa campus. Our number of Tulsa applicants each semester currently exceeds our number of Stillwater applicants. We also currently receive more applicants than we can admit. This is due to three factors: 1) we are currently at the upper limit of the student:faculty ratio allowed by our accrediting body; 2) we do not have the resources to admit all students who apply. Additional faculty would be needed to admit more students; 3) we have a selective admissions policy, and not all students who apply are appropriate for the program—they may lack the requisite academic credentials, for example, and may be denied admission for this reason.

The rate of graduation is consistent with enrollment figures and the expected time to earn the degree.

Future plans involve increasing the number of students in our school counseling option, which opened in 2003; particularly on the Tulsa campus. This will require either additional faculty resources or a decrease in the number of students admitted to the community option.

CRITERION VII Program Duplication

A. Identify other degree programs at OSU with similar titles or functions (*include degree programs in the department if the department has more than one degree program at a degree level (e.g., BS and BA)*).

Students in the program in College Student Development (CSD), School of Educational Studies, have the option of taking a number of courses in our master's program and receive an M.S. in Educational Leadership Studies. This program prepares students to work in Student Affairs in higher education, which is also a career option for our students. This program and ours are both housed in the College of Education.

The College of Education also houses a doctoral and specialist program in school psychology. This program prepares students to work with pupils in public educational settings who have severe academic, intellectual, or emotional problems.

The College of Education also houses a doctoral program in counseling psychology.

B. For similar programs, describe how each degree program fulfills unique student needs (*A program may be unique because of the subject matter treated, the students served, the educational methods employed, the effect of the achievements of the program on other institutions or agencies, etc.*)

The Counseling Program and College Student development program are different in these ways:

- students in CSD are not eligible for licensure as counselors in Oklahoma; our students are eligible.
- students in CSD are not eligible for certification as school counselors in Oklahoma; our students are.
- the program in CSD is not accredited; we expect ours to be in Fall '05
- the program in CSD requires 48 graduate semester hours, ours requires 57-60.
- other than courses in research and the option that students in CSD have of taking courses in Counseling, there is no curricular overlap between these programs.

The Counseling Program and programs in school psychology are different in these ways:

- graduates of the two programs sit for completely different licensure/certification exams.
- graduates of the two programs are trained to work with different client populations, and even in schools, work in different settings and capacities.

the Counseling Program and program in Counseling Psychology are both in our area. ("Counseling and Counseling Psychology"). the programs are different in these ways:

- one trains doctoral level, the other, master's level practitioners.
- the doctoral program also trains researchers and academics; the master's program is solely practitioner-oriented.
- the programs are accredited by different groups, have different goals and objectives, and are considered to represent separate professions ("counselor education" vs. "psychology").

Summary and Recommendations

Note-information for this section may come from a variety of sources and should include information about program strengths and areas for improvement that have been described in the program's outcomes assessment reports.

A. Strengths

1. There is high consumer demand for our program, as evidenced by our higher number of applicants than we can accept and by the increased number of enrolled students in recent years.
2. Our student population is culturally diverse; for example, representing multiple ethnicities (particularly Native American and on the Tulsa campus, African American). We also have diversity of age, social background, and geographic region among our students.
3. Our program meets the requirements of our accrediting body at an exceptionally high level; this has been discussed earlier in this report.
4. When we receive CACREP accreditation in Fall '05, we will be the only school and community counseling program in Oklahoma that is accredited.
5. Our faculty are active in our professions (counseling and counseling psychology), as evidenced by our high rate of professional publications and presentations at national conferences.
6. Our faculty are extremely flexible, as evidenced by the fact that all Stillwater faculty also teach regularly on the Tulsa campus. We are able to maintain our entire master's program (both options) on the Tulsa campus with only one full-time Tulsa faculty member.
7. Our faculty are skilled instructors and student-oriented, as evidenced by our overall high student course evaluations (discussed earlier in this report).
8. Our graduates are very successful in obtaining employment as counselors in Oklahoma.
9. Our program helps reduce the manpower shortage of counselors in Oklahoma.
10. Our graduates are able to pass certification and licensure exams (discussed earlier in this report).
11. The CACREP site visiting team identified our strengths as:
 - a) The program and graduates are viewed as highly qualified by the community (e.g., counseling agencies; public schools)
 - b) The College of Education administration strongly supports our accreditation.
 - c) Student satisfaction with the curriculum is high and the courses excellently cover the program objectives.
 - d) The two training clinics are excellent
 - e) The professional activity of the faculty in research, professional presentations, and service to professional organizations is very strong.
 - f) The faculty are collegial and have strong relationships with students.
 - g) The students speak very highly of the faculty.
 - h) The community counseling program, in particular, is very robust.

B. Areas for Improvement

1. Our program (particularly on the Tulsa campus) can not grow because are at the maximum student:faculty ratio allowed by our accrediting body.
2. We have only one resident faculty member in Tulsa. This factor further hinders growth in that market. Although Stillwater faculty willingly commute to Tulsa to teach, it is a major drain on our already stretched resources. It increases our workload and thereby decreases our research productivity. In addition, even these efforts are not sufficient to grow the program in Tulsa.
3. There are two CACREP objectives that we did not meet: 1) our Area Coordinator did not get a course release for his administrative duties; 2) we have not yet had any students graduate from our school counseling option because it is so new.
4. In general, our faculty are burdened by excessive administrative, overload, and service demands. These demands occur because we manage 3 accredited, service-learning graduate programs (two master's, one Ph.D.) and two counselor training clinics, on two campuses. These demands severely cut into time for research and scholarly productivity.

C. Recommendations for Action

1. Obtain additional faculty for the Tulsa campus (particularly in school counseling) in order to better meet consumer and manpower demands for the program, and to relieve existing faculty from excessive service demands and overload.
2. The CACREP site visiting team recommended that we increase the usage of our two training clinics.

Five-Year Goals for the Program

1. Maintain our (expected) CACREP accreditation.
2. Increase enrollment in the school counseling option by 75% in Tulsa and 50% in Stillwater.
3. Increase the ethnic and cultural diversity of our students by 5%.
4. Obtain additional counseling faculty who strengthen the cultural diversity of the program, most importantly a faculty member who can assist with the community and school counseling programs in Tulsa.
5. Increase rates of scholarly productivity by 3%.
6. Increase the usage of both counselor training clinics by increasing the number of clients seen by 25%.

Appendix A

External Grants, Contracts, and Gifts Awarded to Program Faculty.

External Funds			Dollar Amounts					
Name of Grant, Contract, or Gift	Principal Investigator	Source of Funds	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004	
Posttraumatic growth in survivors of police officer line of duty death.	Teresa Bear	Department of Justice Grant			\$25,915			
Grant for purchase and installation of equipment and furniture for the OSU-Tulsa Counseling Clinic	Teresa Bear	OSU Women's Giving Circle					\$5,250	
College of Education Startup Grant	Barbara Carlozzi	College of Education, OSU				\$1,500		
Incentive Grant	Barbara Carlozzi	Service Learning Incentive	\$1,000	\$1,000				
College of Education Start up grant	Camille DeBell	College of Education, OSU			\$370			
Research Grant	Camille DeBell	[Texas] State Funded organized Research Grant		\$500				

Preparing Future Faculty in Psychology Program	Sue Jacobs	American Psychological Association:							\$5000
GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs)	John Romans	Partnership program with Oklahoma State University, The University of Tulsa, Langston University, Northeastern State University and the Tulsa Public School system	\$99,000	\$99,000	\$99,000	\$99,000	\$99,000	\$99,000	\$99,000
Doctoral practicum program grant	Carrie Winterowd	St. Anthony Hospital, Oklahoma City, OK	\$6000	\$6000	\$6000	\$6000	\$6000	\$6000	\$7200
Doctoral practicum program	Carrie Winterowd	Stillwater Domestic Violence Services, Stillwater, Oklahoma							\$6500
Doctoral practicum program	Carrie Winterowd	Payne County Youth and Family Services							\$12,000
Doctoral practicum program grant	Carrie Winterowd	Stillwater Women's Clinic, Stillwater, OK						\$7200	\$14,400
Doctoral practicum program grant	Carrie Winterowd	INTEGRIS Jim Thorpe Rehabilitation Hospital, Oklahoma City, OK,	\$7200						
Master's practicum program grant.	Carrie Winterowd	Northern Oklahoma Resource Center, Enid, OK	\$25,000						

“The Influence of Disability Status and Sex Role Identity on Coping Styles and Perceived Social Support in College Students”

Carrie Winterowd

Dean’s Research Support Grant, College of Education, Oklahoma State University

\$1960

Appendix B
Record of Significant Scholarly, Artistic and/or Creative Work

See following pages – only publications are included in this presentation, although faculty members have numerous other types of scholarship (i.e. presentations, workshops, conference coordination, etc.). In addition, only current faculty members are presented here. In the following citations, the OSU faculty members are presented in **bold** text.

2004

1. **Bartlett, J. R.** (2004). Needs assessments: The key to successful and meaningful school counseling programs. In B. Erford (Ed.), *Professional school counseling: A handbook of theories, programs, & practices*. Austin, TX: CAPS Press/PRO-ED.
2. **Bartlett, J. R.** (in press). An intergenerational retreat revisited: Adolescent girls and older adult women share the residual impressions of a single gender group experience on female development four years later. *Journal for Intergenerational Relationship*.
3. **Carlozzi, B.L., Carlozzi, A.F., & Harrist, R.S.** (2004). Developmental considerations in university-school collaborative research. *The Qualitative Report, 9*, 375-391.
4. Miville, M. L., **Romans, J. S. C.**, Johnson, D. & Lone, R. (2004) Exploring Correlates of Well-Functioning Using the Universality-Diversity Scale. *Journal of College Student Psychotherapy, 19*(2) 61-79.
5. Duplantis, A., **Romans, J. S. C. & Bear, T.** (in press) Client variables related to treatment persistence and non-persistence in domestic violence treatment. *Journal of Aggression, Maltreatment and Trauma*.
6. Colmant, S, Eason, A., **Winterowd, C, Jacobs, SC,** and Cashel, C. (Accepted-In Press). Investigating the Effects of Sweat Therapy on Group Dynamics and Affect. *Journal for Specialists in Group Work*.
7. **Winterowd, C., Beck, A., & Gruener, D.** (2004). Cognitive therapy with chronic pain. In A. Freeman & S. Felgoise (Eds.), Encyclopedia of Cognitive Behavioral Therapy. New York, NY: Kluwer Publishing.

2003

1. **Jacobs SC**, Schultz L, and Welch G. (2003) Women and heart disease: Information for counselors. Chapter 24 in *Handbook of Counseling Women*, Eds. Mary Kopala and Merle A. Keitel. Thousand Oaks, CA: Sage.
2. **Winterowd, C., Beck, A., & Gruener, D.** (2003). Cognitive therapy with chronic pain patients. New York, NY: Springer Publishing Co.
3. **Pikler, V., & Winterowd, C.** (2003). Racial and body image differences in coping for women diagnosed with breast cancer, *Health Psychology*, 22, 632-637.

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1. **Bartlett, J. R.** (2002). Older women, personal narratives, and the power of sharing with adolescent girls. *Adultspan Journal: Development Through Young, Middle, & Older Adulthood*, 1(3), 45-51.
2. **Bartlett, J. R., & Portman, T. L.** (2002). Sexuality education and the public schools. In L. Burllew & D. Capuzzi (Eds.). *Sexuality Counseling*. Hauppauge, New York: NOVA Science Publishers.
3. **Carlozzi, A.F., Stein, L.B., Bull, K.S., Ray, K., & Barnes, L.B.** (2002). Empathy theory and practice: A survey of psychologists and counselors. *The Journal of Psychology*, 136, 161-170.
4. **Thompson, R., Brossart, D.F., Carlozzi, A.F., & Miville, M.** (2002). Big-Five personality traits and universal diverse orientation in counselor trainees. *The Journal of Psychology*, 136, 561-572.
5. **DeBell, C.** (2002). Practice for a paradigm shift: A complete model for an integrative course. *The Counseling Psychologist*, 30, 858-877.
6. **Robitschek, C., & DeBell, C.** (2002) The reintegration of vocational psychology and counseling psychology: Training issues for a paradigm shift. *The Counseling Psychologist*, 30, 801-814.
7. **DeBell, C.** (2002). Practice for a paradigm shift: A complete model for an integrative course. *The Counseling Psychologist*, 30, 858-877.
8. **Jacobs SC** and Adams KK. (2002) Promoting aging well in older adults. Chapter 18 in *Counseling strategies for developmental concerns*. Eds. Cindy L Juntunen and Donald R. Atkinson. Thousand Oaks, CA: Sage.

9. Gray, J., & **Winterowd, C.** (2002). Health risk behaviors in American Indian adolescents: A descriptive study of a rural, non-reservation sample. *Journal of Pediatric Psychology, 27*, 717-725.
10. Morgan, R., & **Winterowd, C.** (2002). Interpersonal process-oriented group psychotherapy with offender populations. *International Journal of Offender Therapy and Comparative Criminology, 46*, 466-482.

2001

1. Lindsey, R., **Carlozzi, AF**, & Eels, G.T. (2001). Differences in the dispositional empathy of juvenile sexual offenders, non-sex offending delinquent juveniles, and non-delinquent juveniles. *The Journal of Interpersonal Violence, 16*, 2001.
2. **DeBell, C.** (2001). Ninety years in the world-of-work in America. *The Career Development Quarterly, 50*, 77-88.
3. **Winterowd, C.**, Morgan, R., & Ferrell, S. (2001). Principle components analysis of important goals for group psychotherapy with male inmates. *Journal for Specialists in Group Work.*
4. Montgomery, M, **DeBell, C.**, McCarthy-Veach, P., & Parr, G. (2001). Opportunity knocks only once? Using proverbs to challenge "crooked thinking" about adulthood.. *Guidance and Counselling, 16*, 56-61.
5. Barnes, L., & **Winterowd, C.** (2001). Review of the Matching Person and Technology. In B. Plake & J. Impara (Eds.), *The Fourteenth Mental Measurements Yearbook*. Lincoln, NE: The Burors Institute of Mental Measurements, University of Nebraska Press, pp. 719-722.

2000

1. Montgomery, D., Miville, M., **Winterowd, C.**, Jeffries, B., & Baysden, M. (2000). American Indian college students: Resiliency factors revealed through personal stories. *Cultural Diversity and Ethnic Minority Research, 6*, 387-398.
2. Bull, K., **Winterowd, C.**, & Kimball, S. (2000). Uses of the Internet: Rural special education materials for teachers and parents. *Rural Special Education Quarterly.*
3. Ferrell, S., Morgan, R., & **Winterowd, C.** (2000). Job satisfaction of mental health professionals providing group therapy in state correctional facilities. *International Journal of Offender Therapy and Comparative Criminology, 44*(2), 232-241.

1999

1. Eells.G.T., Fuqua, D.R., & **Boswell, D.L.** (1999). Factors in clients' selection of mental health providers. *Psychological Reports, 85*, 249-254.

2. Vredenburgh, L.D., **Carlozzi, AF**, & Stein, L.B. (1999). Burnout in counseling psychologists: Type of practice setting and pertinent demographics. *The Counseling Psychology Quarterly*, 12, 293-302.
3. **Jacobs, SC** and Stone PH. (1999). Psychosocial Issues. Chapter 20 in *Coronary Artery Disease in Women: What all physicians need to know*, Ed.: Pamela Charney, M.D., F.A.C.P. Philadelphia, PA: American College of Physicians-American Society of Internal Medicine. (Pp.496-534).
4. Morgan, R., **Winterowd, C.**, & Ferrell, S. (1999). A national survey of group psychotherapy services in correctional facilities. *Professional Psychology: Research and Practice*, 30(6), 600-606.
5. Morgan, R., **Winterowd, C.**, & Fuqua, D. (1999). The efficacy of an integrated theoretical approach to group psychotherapy for male inmates. *Journal of Contemporary Psychology*, 29(3), 203-222.
6. Morgan, R., Ferrell, S., & **Winterowd, C.** (1999). Therapists' perceptions of important therapeutic factors in psychotherapy groups for male inmates in state correctional facilities. *Small Group Research*, 30(6), 712-729.

APPENDIX C

M.S. in Counseling Advisory Committee--Stillwater

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APPENDIX D: MISSION STATEMENT AND PROGRAM OBJECTIVES

Mission Statement

The M.S. Program in Counseling and Student Personnel was founded to prepare professional counselors who are knowledgeable in counseling theories and techniques, who can translate counseling theory into effective counseling practice, who are committed to respecting diversity among people, and who ascribe to the highest of ethical standards and practice. The Program incorporates teaching in psychological, pedagogical, and counseling theory, research, and practice into a practitioner-based training program that allows graduates to apply knowledge in these areas to their practice in school and mental health settings in the community. Consistent with the land-grant tradition of Oklahoma State University, the Program is committed to the outreach and training of students from Oklahoma and elsewhere who represent diversity in gender, race, ethnicity, sexual orientation, culture, rural or urban backgrounds, socioeconomic status, religious affiliation, and disability status.

Core Program Objectives

Students in this Program will gain knowledge and understanding of:

1. Professional identity, including history of the profession, roles of counselors, organizational structures, ethics, standards, credentialing, public policy, advocacy, and emerging issues in the profession.
2. Social and cultural diversity, including multicultural trends, counseling strategies, theories, competencies, and contextual factors for working with diverse populations, and counselor's roles in social justice and advocacy.
3. Human growth and development, including theories of learning, development, and transition, both normal and abnormal, for individuals and families across the lifespan.
4. Career and lifestyle development, including theories, models, assessment and counseling strategies, information resources, program planning and administration, and emerging issues in a changing world-of-work.
5. Helping Relationships, including counselor and consultant characteristics, and counseling, consulting, and systems theories, processes, and skills for working with families, children, and adults.

6. Group Work, including group development, group dynamics, and group counseling theories, methods, and skills.
7. Assessment, including basic principles of testing and assessment, case conceptualization, diagnosis, diversity factors related to assessment, and individual and group approaches to assessment and evaluation.
8. Research and program evaluation, including research methods, basic statistics, needs assessment, and program evaluation.

In addition, the school counseling program has adopted the following competencies based on the Oklahoma Competencies for Certification of School Counselors (www.sde.state.ok.us/home/defaultie.html).

Competencies for School Counselors

Candidates for certification will gain knowledge and understanding of:

1. Human development in order to provide a comprehensive, developmental guidance and counseling program.
2. The impact of environmental influences on students' developmental achievement, to help students develop strategies to reason and cope with situations that may hinder learning.
3. Effective leadership skills to plan, implement, and evaluate a comprehensive, developmental guidance and counseling program to address the needs of all students.
4. Guidance and counseling services that address the needs and concerns of students and that help students develop skills to use in future situations.
5. How to facilitate the education and career development of individual students to help all achieve success.
6. Formal and informal assessment to provide information about and to students, to monitor student progress and to recommend changes to the student's educational environment.
7. Consultation processes with parents and school personnel, how to provide professional expertise and establish collaborative relationships that foster a support system for students, parents, and the community.
8. Human diversity as it applies to providing equitable guidance counseling services for all students and promoting a climate of mutual respect that helps students value themselves and others.
9. The need for strong and positive ties with the home and the community to promote students' growth in school and beyond the school setting.

10. Professional ethical codes, the importance of professional development and the need to work with colleagues to advance the profession.