

NEW PROGRAM PROPOSAL FORM (FORM NP)

Sponsoring Institution(s): Missouri State University

Program Title: Counseling and Assessment

Degree/Certificate: Specialist in Education, Counseling

Options: Elementary, Secondary, and Combined

Delivery Site(s): Springfield, MO

CIP Classification: 13.0604 (Please provide a CIP code)

Implementation Date: Fall 2012

Cooperative Partners: N/A

Expected Date of First Graduation: Fall, 2014

AUTHORIZATION

<u>Dr. Frank Einhellig, Interim Provost</u>	<u><i>Frank Einhellig</i></u>	<u>9/20/11</u>
Name/Title of Institutional Officer	Signature	Date

Dr. Pawan Kahol, Interim Graduate College Dean 417-836-5335

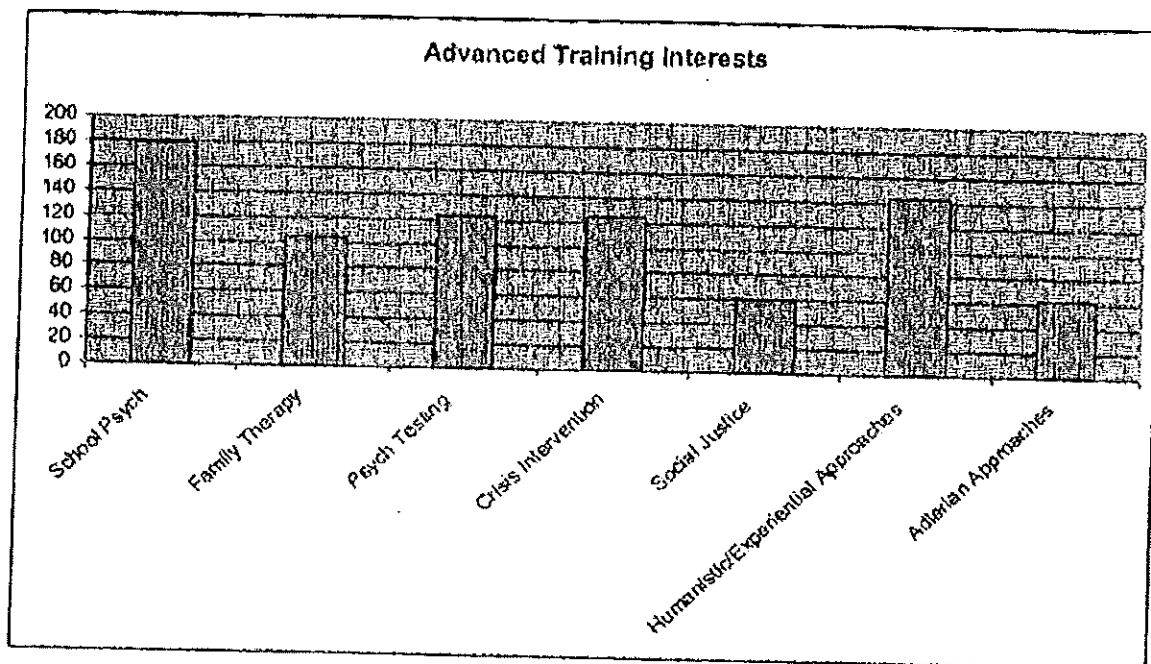
Person to Contact for More Information Telephone

1. NEED FOR PROGRAM

A. Student Demand

The Department of Counseling, Leadership, and Special Education, Counseling Programs, currently offers coursework (in concert with the Psychology Department and the Special Education Programs) leading to a Department of Elementary and Secondary Education certification as a School Psychological Examiner. This coursework typically requires between 18 and 30 semester hours to complete after receipt of the Masters degree. Historically, teachers and counselors who have already earned a Master's degree in counseling (or related areas) have returned to graduate school at Missouri State to pursue this certification. Increasing numbers of current counseling graduate students are taking the needed coursework to earn this certification while completing their counseling Master's degree. Since these courses do not lead to a Missouri State University graduate degree or certificate, students are not eligible for financial aid and other assistance, thus creating another barrier in this high-need area. Further, while students gain the specific courses they need for the DESE certificate, not earning a degree for their effort can stifle their professional development and advancement. The nature of the proposed program, who it is intended to serve, and who program graduates will serve, not only meets a statewide need, but meets Missouri State University's public affairs mission mandates.

A needs survey was conducted between September 17th and 25th, 2008. Both paper-and-pencil and online survey forms were utilized. Mentors of beginning school counselors in the Southwest and Southeast Missouri regions were contacted in person. Students in the Masters programs at Southeast Missouri State University, Missouri State University, and University of Missouri-St. Louis were invited by via email. All recipients of the Missouri Department of Elementary and Secondary Education Guidance and Counseling Digest (thousands of school counselors throughout the state) were also invited by email. Between paper-and-pencil and online formats, approximately 4400 counselors were contacted to participate. A total of 438 respondents completed the survey, with 77.4% using the online survey format. In addition to questions about a potential EdD degree that are not relevant to the current proposal because the degree program is not currently being proposed, a series of questions were asked about areas of advanced training that respondents might be interested in pursuing. The following graph indicates the relative interests of respondents:



Out of the 64% of respondents indicating interest in study beyond the Masters degree (280), 180 (~ 64%) reported being interested in advanced training in “school psychology,” and 120 (~ 43%) were interested in “psychological testing.” In fact, school psychology training was *the most* often selected area of interest among all presented to respondents. The proposed Specialist degree would address the demand for advanced training related to school psychology and psychological testing. Nearly 35% of the 438 respondents requested information about advanced training opportunities once they become available, providing a targeted marketing list.

Estimated enrollment each year for the first five years for full-time and part-time students is given in the attached Form SE.

B. Market Demand

A recent report from the National Center for Educational Statistics stated that approximately 48% of school districts nation-wide are located in rural communities, with an additional 21% being in suburban areas (Characteristics of Public School Districts in the United States: Results From the 2007-08 Schools and Staffing Survey, <http://nces.ed.gov/pubs2009/2009320.pdf>). Missouri State University is located in the heart of hundreds of square miles of rural and suburban southwest Missouri. While there are a few programs in the State of Missouri that offer a Specialist degree that meets the School Psychological Examiner certification requirements, there is not a program within a 200+ mile radius of Springfield. Given that most students pursuing this certification are working teachers, counselors, and mental health professionals serving predominantly in rural school districts in our region, the travel alone to pursue such advanced training is an undue burden and is most likely a contributing factor to the on-going shortage of School Psychological Examiners in this region. School districts across the State of Missouri

utilize School Psychological Examiners to determine eligibility of students for special and/or remedial services within school districts. Historically, some of these duties had been accomplished by school counselors. However, school counselors without specialized knowledge needed to administer and interpret psychological evaluations cannot ethically accomplish this. In addition, a burgeoning need for school psychological examiners has grown, but the supply of examiners has not kept pace. Since 2005, School Psychological Examiners have consistently been on the DESE list of shortage areas (http://www.dese.mo.gov/divteachqual/teachrecruit/documents/Recruit_report.pdf).

C. Societal Need

Based on the Educational Needs Index (ENI), Missouri as a whole is under-educated. In southern Missouri, thirteen (13) counties are rated as "most critical" in terms of educational need and most of the counties are rated as "critical." The latter includes the city of Springfield. The city of Springfield is below the 50th percentile in ENI ranking and at the 36th percentile in the "educational factor" of regions in the state. This is despite the presence of Missouri State University and several small private colleges and universities. Graduates of the proposed EdS degree will also be more qualified than most school psychological examiners in the areas of social/emotional assessments, for which many rural districts with access to school psychological examiners must still hire psychologists to conduct, thereby better serving these rural communities

D. Methodology used to determine B. and C. above

The proposers searched the Department of Elementary and Secondary Education and National Center for Educational Statistics for relevant information.

2. Duplication and Collaboration

Currently in Missouri, there are approximately five Specialist programs addressing counseling, counseling and guidance, or school psychology. Most educational Specialist degrees offered in MO are oriented towards educational administration. As was previously mentioned, none of the programs related to counseling, counseling and guidance, or school psychology are within a 200+ mile radius of Springfield. Further, not all of the five extant programs prepare their graduates for certification as a School Psychological Examiner.

Other counseling-related Specialist programs in Missouri include:

- Southeast Missouri State University SEMO : Counseling Education
- University of Central Missouri: Human Services (option in Professional Counseling)
- University of MO – Columbia: Educational and Counseling Psychology (options in Counseling and School)
- University of Missouri-Kansas City (UMKC): Counseling and Guidance (options in General and School Counseling)
- University of Missouri- St. Louis (UMSL): School Psychology

3. Program Structure (also see the attached Form PS)

- A. Total credits required for graduation: 72 – 84
- B. Residency requirements, if any: At least 24 hours must be completed at Missouri State University
- C. Courses and credits required for general education: Not Applicable
- D. Courses and credits required for the major:

Common Core Courses 51 credits:

Course	Crs	Course	Crs
COU 701 Tests & Measures	3	COU 702 School Counseling Foundations/Ethics	3
COU 710 The Helping Relationship	2	COU 705 Orientation to Personal/Professional Development	3
COU 711 The Helping Relationship Lab	1	COU 707 Human Development & Personality	3
COU 733 Couple and Family Counseling	3	COU 714 Diversity & Multicultural Issues in Counseling	3
COU 752 Career Development	3	COU 794 Introduction to Research in Counseling OR PSY 745 Research Methods	3
COU 765 Research Seminar in Counseling	3	COU 724 Clinical Interviewing	3
SPE 715 Foundations of Special Education	3	COU 786 School Psychological Examiner Practicum	3
PSY 703 Human Growth and Development	3	PSY710 Psychology of Education	3
PSY 720 Individual Intelligence Testing	3	COU 788 Supervision, Consultation and Leadership	3

Additional Courses for the Option Secondary School Counseling Option credits: 21

COU 751 Theories and Techniques of Counseling	3	COU 780 Secondary School Counseling Practicum	3
COU 756 Group Counseling	3	COU 781 Secondary School Counseling Internship	6
Two elective courses	6		

Additional Courses for the Option Elementary School Counseling Option credits: 21

COU 708 Child Counseling Theories and Techniques	3	COU 753 Analysis of Childhood Learning and Adjustment	3
COU 757 Elementary Group Counseling Through Play	3	COU 782 Elementary School Counseling Practicum	3
COU 783 Elementary School Counseling Internship	6	One elective course	3

Additional Courses for the Option K-12 School Counseling Option credits: 33

COU 751 Theories and Techniques of Counseling	3	COU 780 Secondary School Counseling Practicum	3
COU 756 Group Counseling	3	COU 781 Secondary School Counseling Internship	6
COU 708 Child Counseling Theories and Techniques	3	COU 753 Analysis of Childhood Learning and Adjustment	3
COU 757 Elementary Group Counseling Through Play	3	COU 782 Elementary School Counseling Practicum	3
COU 783 Elementary School Counseling Internship	6		

E. Free elective credits: 0-6 (Sum of C, D, and E should equal A.)

The Elementary School Counseling option incorporates 3 credit hours of electives; the Secondary School Counseling option incorporates 6 hours of electives. Given the comprehensive and extensive nature of the K-12 School Counseling Option, no electives have been incorporated.

F. Requirements for thesis, internship or other capstone experience:

Students will complete a comprehensive examination upon completion of the Specialist Core. Students will be required to have completed a thesis or seminar project in their Masters degree. For those not meeting this requirement, completion of a thesis/seminar equivalent project will be required prior to completion of the EdS degree.

G. Any unique features such as interdepartmental cooperation:

This degree program is both intra- and inter-departmental in nature. While the majority of required courses are from the Counseling Programs, one comes from Special Education (from within the CLSE) and the remainder come from the Psychology Department. Electives may also come from Educational Leadership (from within CLSE).

Catalog Descriptions:

COU 701 Tests and Measurements for Counselors 3(3-0), D : A comprehensive study of instruments for measuring psychological traits, including group devices suitable for use in elementary and secondary schools, as well as individual instruments for use in both school and community agency settings. Basic statistical concepts and common terminology related to measurement are taught as a functional part of the course.

COU 702 School Counseling Foundations and Ethics 3(3-0), D: Philosophy, organization, and practices of a counseling program in the elementary and secondary school. The school counselor's role as counselor, consultant, and coordinator, professional identity, and legal issues are included. Includes a significant focus on ethical standards and issues.

COU 705 Orientation to Personal and Professional Development 3(3-0), D: This course is an experience in personal and group encountering and sensitivity. Its purpose is to assist students in discovering a more complete awareness, understanding, and acceptance of themselves and others as human beings. Primary emphasis will be upon students exploring self, values, needs, and personal characteristics. Graded Pass/Not Pass only.

COU 707 Human Development and Personality 3(3-0), D. Study of child, adolescent and adult psychological development theories, normal adjustment processes, personality structure, and abnormal behavior.

COU 708 Child Counseling Theories and Techniques 3(3-0), D. Prerequisite: admission to the COU elementary program option and either COU 602 or COU 603, and COU 605, COU 610 and COU 611, or permission. A consideration of major theories of counseling as they are related to counseling with elementary school-aged children. Emphasis is placed upon the counseling process as it affects the educational, personal, and social adjustment of children.

COU 710 The Helping Relationship 2(2-0), D. Prerequisite: admission to COU program and concurrent enrollment in COU 611. Two training components are integrated to provide an intensive pre-practicum experience. The didactic component introduces basic skills of effective interpersonal communication and counseling. Participation in co-requisite laboratory (COU 611) provides supervised practice in the practical application of those skills in simulated counseling interviews.

COU 711 The Helping Relationship Lab 1(0-3), D. Prerequisite: admission to COU program. First enrollment must be concurrent with COU 610. Designed to accompany COU 610, this lab provides an opportunity for graduate students in counseling to practice basic counseling skills in role-played sessions with live observation, video-taped review and supervisory feedback. Repeatable to 3 credit hours. Graded Pass/Not Pass only.

COU 714 Diversity and Multicultural Issues in Counseling 3(3-0), D: Prerequisite: admission to COU program or permission of instructor. An introduction to counseling theories, interventions and issues in working with clients from diverse, minority and ethnic cultures. Values, beliefs and norms of various cultures, including the student's, will be examined as they pertain to the counseling process.

COU 724 Appraisal and Clinical Interviewing 3(3-0), D: Prerequisite: admission to COU program and COU 610 and COU 611; or permission of instructor. Study of and practice in conducting clinical interviews, appraising level of functioning and mental status, and developing diagnoses of psychoemotional disorders.

COU 733 Couple and Family Counseling 3(2-2), D: Prerequisite: admission to COU program and COU 610 and COU 611, or permission of instructor. An introduction to the major theories of couple and family counseling and their associated interventions. An integrated combination of lecture, discussion, demonstration and role-play lab sessions will be used.

COU 751 Theories and Techniques of Counseling 3(3-0), D. Prerequisite: admission to COU program and COU 605 and; either COU 602 or COU 603; or permission of instructor. Examination of various theoretical approaches to counseling; significance of theories in counseling practice. Overview of interventions and techniques associated with each theory. Students make an intensive investigation of a problem to be selected in counseling theory and methods. Report of the investigation required.

COU 752 Career Development 3(3-0), F,S: Prerequisite: admission to Counseling program and COU 610 and COU 611, or permission of instructor. A consideration of the various theories of career development and their implications in counseling for vocational career development and their implications in counseling for vocational adjustment. A study of the work ethic, the labor force, and the concept of career education. Designed to give students competence in collecting and using occupational and educational information in counseling related to career development and in developing career education programs.

COU 753 Analysis of Childhood Learning and Adjustment 3(3-0), D. Prerequisite: admission to COU program and COU 601, or permission of instructor. Acquaints student with various assessment and diagnostic procedures in evaluation of learning and adjustment problems.

COU 756 Group Counseling 3(3-0), D. Prerequisite: admission to COU program and; either COU 680 or COU 682 or COU 684; or permission of instructor. Acquaints counselors with group counseling theories and techniques. Includes a practicum component in which students will lead or co-lead a counseling group.

COU 757 Elementary Group Counseling Through Play 3(3-0) D. Prerequisite: admission to Counseling program or permission of instructor; and COU 705 and COU 708 and COU 710 and COU 711 and COU 782. Introduction to group therapy methods and techniques appropriate to an elementary school setting. Emphasis is placed upon foundational group therapy skills in general, and on play therapy modalities in particular, that are appropriate for elementary-age children. Groups in an elementary setting, utilizing Missouri Comprehensive Guidance and play therapy and applications to diverse populations, will be emphasized.

COU 765 Research Seminar in Counseling 3(3-0), D: Prerequisite: admission to COU program and SFR 690, or permission of instructor. The study, analysis, and discussion of special topics culminating in a substantial written report. Preparation of a Professional Portfolio. Graded Pass/Not Pass only.

COU 780 Secondary School Counseling Practicum 3(0-6), F,S. Prerequisite: admission to COU program and COU 610 and COU 651 each with grade of B or better; and COU 611 and department approval for practicum. Supervised counseling with secondary school aged students and their families; observation, discussion, and evaluation of the counseling process. Graded Pass/Not Pass only.

COU 781 Field Experience-Secondary 3(1-10), F,S. Prerequisite: admission to COU program and; either COU 680 or COU 684; and department permission. Supervised experience in secondary school counseling at an approved school site. Minimum of 150 hours on-site. Students will receive individual supervision on-site, and small-group supervision from the department. Graded Pass/Not Pass only. Supplemental course fee.

COU 782 Elementary School Counseling Practicum 3(0-6), S. Prerequisite: admission to COU program and COU 610 and COU 608 each with grade of B or better; and COU 611 and department approval for practicum. Supervised counseling with elementary school-aged children and their parents; observation, discussion, and evaluation of counseling sessions. Graded Pass/Not Pass only.

COU 783 Field Experience-Elementary 3(1-10), F,S. Prerequisite: admission to COU program and COU 682; and department permission. Supervised experience in elementary school counseling at an approved school site. Minimum of 150 hours on-site. Students will receive individual supervision on-site, and small-group supervision from the department. Graded Pass/Not Pass only. Supplemental course fee.

COU 786 School Psychological Examiner Practicum 3(3-0), D. Prerequisite: COU 701 and COU 753 and PSY 720. Supervised practicum in the administration and interpretation of individual intelligence tests, formal and informal diagnostic procedures and diagnostic interviewing techniques in an educational or clinical settings. Graded Pass/Not Pass only. Supplemental course fee.

COU 788 Supervision, Consultation and Leadership. 3 (3-0), D: Prerequisite: admission to a COU program or departmental permission. Provides theory and practice of supervision processes, systems consultation in schools and other organizations, and leadership fundamentals as reflected by the literature.

COU 794 Introduction to Research in Counseling. 3 (3-0), D. Prerequisite: admission to Counseling program. Introduction to research methods in counseling, including quantitative and qualitative methods, action research, and program evaluation approaches, particularly in service-delivery settings. An emphasis is placed on developing an understanding of research methods that will allow students to be effective critical consumers of research in counseling and prepare them to design and implement sound program evaluations.

SPE 715 Foundations in Special Education. 3(3-0), F,S,Su. Focuses on legislation and litigation in the area of Education and Special Education and will include an overview of categorical disabilities including identification, etiology, and prevalence. The integration of individuals with disabilities across educational and community settings will be stressed along with an overview of programming validated to support specialized populations including those with disabilities and cultural and linguistic differences. In addition, the course will focus on strategies to support individuals identified as gifted as well as individuals identified at risk for school failure.

PSY 703 Human Growth and Development. 3(3-0), D. Depth investigation of growth and development during elementary school years. Experimental evidence and clinical evaluations used to supplement consideration of major theories of development.

PSY 710 Psychology of Education. 3(3-0), F. Orientation to the use of psychology in education.

PSY 720 Individual Intelligence Testing. 3(2-2), F,S. Prerequisite: PSY 629 or COU 701. Analysis of individual tests of intelligence; Wechsler Scales and the Revised Stanford Binet. Students receive supervised practice in administration, scoring and interpretation of individual tests.

PSY 745 Statistics and Research Design. 3(3-0), F. Recommended Prerequisite: introductory statistics course from PSY 200, 611; AGR 330; ECO 308; MTH 340; QBA 237; REC 331; SOC 302; or equivalent. Use of the Analysis of Variance (ANOVA) Models and Multivariate Analysis in the design and analysis of psychological experiments.

Electives Catalog Descriptions:

COU 700 Problems in Counseling. 1-3, F,S. Individual investigation into a problem or problems of concern to the student and deemed of significance by the instructor. Written report required. May be repeated to 9 credit hours. Supplemental course fee.

COU 795 Topics in Counseling. 1-3, D. Individual or group class designated to address specialized topics of interest to graduate students in counseling. May be repeated to 9 credit hours.

COU 799 Thesis. 1-6, F,S. Independent research and study connected with preparation of thesis.

SPE 616 Foundations of Applied Behavior Analysis and Interventions for Teachers in Applied Settings. 3(3-0), D. Prerequisite: admission to the Special Education Program. Focuses on the foundational principles of applied behavior analysis. Emphasis will be placed on the development of positive behavior support plans that proactively assist students with challenging behavior in applied and/or school settings. May be taught concurrently with SPE 515. Cannot receive credit for both SPE 616 and SPE 515

SPE 781 Educational Consultation. 3(2-2), F. Prerequisite: admission to the graduate program in Special Education. Seeks to develop students' skills in collaboration consultation. Emphasis will be placed on the development of innovative service delivery options, personnel training, and development of communication skills. Students will apply theory to practice in a field experience.

SPE 782 Advanced Diagnosis and Remediation of Students with Mild to Moderate Disabilities. 3(1-4), D. Prerequisite: admission to the graduate program in Special Education; and SPE 345 and SPE 346 or equivalent. Students will observe and participate in a variety of assessment and multidisciplinary team activities. Development of leadership skills will be stressed through participation in clinical field experiences involving standardized and performance evaluation of students with learning disabilities, analysis and synthesis of assessment data in clinical staffings, and development of

educational programs. Students enrolled in this course should have prior knowledge of assessment including administration, scoring, and interpretation.

SPE 783 Advanced Assessment to Support Individuals with Developmental and Sensory Disabilities. 3(1-4), D. Prerequisite: permission of instructor. Students will observe and participate in a variety of assessment and multidisciplinary team activities. Development of leadership skills will be stressed through participation in field experiences involving norm referenced and curriculum based evaluation of individuals with various sensory and developmental disabilities. Analysis and synthesis of assessment data in clinical staffings and development of individual educational plans will be required.. Students enrolled in this course should have prior knowledge of assessment including administration, scoring, and interpretation. Supplemental course fee.

EAD 721 Introduction to Student Affairs. 3(3-0), F. An introductory course designed for the student pursuing a career in Student Affairs. This course explores the origin, history, philosophy, theory, and practice related to the Student Affairs profession.

EAD 747 Practicum in Student Affairs. 3(3-0), S. Prerequisite: admission to the Student Affairs program. Students will earn academic credit for completion of three practica working in Student Affairs departments. Knowledge accumulated in coursework will be applied to the work setting. Experiences are cooperatively planned and guided by university personnel

EAD 751 Foundations of Educational Leadership. 3(3-0), D. An introductory course designed for the student considering a career in educational leadership. Explores the history, basic theories, and major areas of responsibility in school leadership. EAD 751 is the first course to be taken in an administration degree program

EAD 786 School Supervision and Performance Enhancement. 3(3-0), D.

Administrative functions related to human resource management and development as well as enhancing the performance of the instructional personnel. (i.e. recruitment, selection, retention, training, supervision, evaluation of staff.)

EAD 788 Action Research in Educational Leadership. 3(3-0), D.

Introduction to the research designs and analysis techniques of action research. Student will engage in activities designed to examine current best practices in the school setting through a methodical, research-based orientation with the ultimate goal of assessing the effect of innovative practices on a variety of school variables.

EAD 850 Politics of Education. 3(3-0), D.

Overview of the origins and the nature and impact of political forces surrounding and influencing schools. Students will study the increasingly complex political web of American education as well as research the continuing debate dealing with local control versus the expanding role of state and federal government. This course will help the student in educational administration analyze the various core constituencies of school politics, analyze the issues/demands made in the school community, and study the intervening variables associated with school issues as well as the decisions which must be made by school policy makers.

EAD 864 School and Community Relations. 3(3-0), D.

5. Program Characteristics and Performance Goals (also see Form PG):

Institution Name: Missouri State University

Program Name: Counseling and Assessment, Ed.S.

Date [MDHE use only]:

(Although all of the following guidelines may not be applicable to the proposed program, please carefully consider the elements in each area and respond as completely as possible in the format below. Quantification of performance goals should be included wherever possible.)

Student Preparation

- *Any special admissions procedures or student qualifications required for this program which exceed regular university admissions, standards, e.g., ACT score, completion of core curriculum, portfolio, personal interview, etc. Please note if no special preparation will be required.*

Students would need to meet the minimum requirements for entry of both the graduate college and the Masters program in counseling if they do not already have a suitable Masters degree. If they do have an applicable Masters degree, no additional preparation for admission would be required.

- *Characteristics of a specific population to be served, if applicable.*
Not applicable.

Faculty Characteristics

- *Any special requirements (degree status, training, etc.) for assignment of teaching for this degree/certificate.*

Faculty teaching in the Specialist Core would be required to have a Specialist Degree or Higher, typically a terminal (e.g., doctoral) degree, OR other evidence of advanced training and expertise in the area.

- *Estimated percentage of credit hours that will be assigned to full time faculty. Please use the term "full time faculty" (and not FTE) in your descriptions here.*

Full time faculty are expected to teach a significant majority (more than two thirds) of the courses in the Specialist core. Full time faculty will also teach a majority of other classes counted towards the degree.

- *Expectations for professional activities, special student contact, teaching/learning innovation.*

Students will be expected to engage with professional organizations appropriate to the profession (eg, the American Counseling Association, the National Association of School Psychologists, etc.) and with Masters level trainees.

Enrollment Projections

Year	1	2	3	4	5
Full Time	3 (3)	8 (5)	13 (7)	20 (9)	25 (9)
Part Time	5 (5)	12 (7)	21 (9)	30 (10)	40 (10)
Graduates	0	2 (FT)	3 (2 FT, 1 PT)	5 (4 FT, 1 PT)	5 (4 FT, 1 PT)
Net Cumulative Total	8 (8)	20 (12)	34 (16)	50 (20)	65 (20)

NOTE: Projections within cells reflect cumulative row total number of students, with new admissions per year indicated in parentheses.

- *Student FTE majoring in program by the end of five years.*

Student FTE for the first five years of the program:

Year	1	2	3	4	5
Full-time	3	8	13	20	25
Part-time	2.5 (3.33)	6.0 (6.67)	10.5 (14.0)	15.0 (20.0)	20.0 (26.67)
Totals	5.5 (6.33)	14.0 (14.67)	23.5 (27)	33.0 (38.0)	43.0 (49.67)

NOTE: First number in the part-time and totals rows was computed according to headcount (i.e., full-time + 1/2 half-time); the numbers in parentheses are based on credit hours (i.e., total credit hours generated divided by a 9-hour, full time load)

- *Percent of full time and part time enrollment by the end of five years.*

Percentage of Full Time and Part Time Students (based upon headcount)

Year	1	2	3	4	5
Full-Time	37.5%	40.0%	38.2%	37.5%	36.5%
Part-time	62.5%	60.0%	61.8%	62.5%	63.5%
Total	8	20	34	48	63

Student and Program Outcomes

- *Number of graduates per annum at three and five years after implementation.*
At 3 years after implementation, 5 graduates per annum are expected. At 5 years, 8 graduates per annum are expected based upon projected enrollments presented earlier.
- *Special skills specific to the program.*

Students will have advanced skills related to mental health and school counseling, particularly as regards psychological assessment.

- *Proportion of students who will achieve licensing, certification, or registration.*

It is expected that 100% of students will achieve certification as School Psychological Examiner, which includes 100% passage on the respective PRAXIS II examinations.

- *Performance on national and/or local assessments, e.g., percent of students scoring above the 50th percentile on normed tests; percent of students achieving minimal cut-scores on criterion-referenced tests. Include expected results on assessments of general education and on exit assessments in a particular discipline as well as the name of any nationally recognized assessments used.*

There will be a written (c.g., essay, mock psychological report interpretation) comprehensive exam process in which it is expected that 100% of students will pass. No national exam will be associated with the Specialist degree which is not also associated with the Masters degree.

- *Placement rates in related fields, in other fields, unemployed.*

Due to the nature of this program, graduates will be qualified to work within public school systems as either school psychological examiners, certified counselors, or both. With some additional coursework, they would also qualify for certification by DESE as a School Psychologist.

- *Transfer rates, continuous study.*

Not Applicable

Program Accreditation

- *Institutional plans for accreditation, if applicable, including accrediting agency and timeline. If there are no plans to seek specialized accreditation, please provide reasons.*

The counseling faculty members are already engaged in an accreditation self-study for the students who currently work towards the school psychological examiner certification through the Department of Elementary and Secondary Education. The first draft is scheduled to be completed February 2010. This draft will then be subject to internal and external review during spring and summer of 2010, after which a revision will occur. Site visitors from DESE will come in Fall 2011. The proposal for the new program grows out of the need for a more cohesive program to better complete this self-study and satisfy standards. The counseling programs are in deliberations about whether to also apply for CACREP accreditation in mental health counseling. The curricular additions of the proposed Specialist degree would allow for sufficient credits to be eligible. However, other program changes would be necessary.

Alumni and Employer Survey

- *Expected satisfaction rates for alumni, including timing and method of surveys*

The program would survey graduates of the Specialist degree at their last known address each fall, beginning with the fall after the first students matriculate. This would allow for

positions that began in August to have been filled and for alumni to experience their new position. Maintenance of contact with graduate can be accomplished through listings of certified School Psychological Examiners kept by DESE.

- *Expected satisfaction rates for employers, including timing and method of surveys*

Through tracking means noted above, a survey for completion by employers will be sent at the end of one and two years post degree completion.

6. Accreditation

The counseling program faculty members are currently completing a self-study for accreditation by the Department of Elementary and Secondary Education as relates to persons seeking certification as School Psychological Examiners. The proposal for the new program grows out of the need for a more cohesive program to better complete this self-study and satisfy standards.

CACREP accreditation as mental health counseling phased out an accreditation option for Community Counseling (requiring a minimum of 48 credits) in favor of a mental health counseling option, which initially requires a minimum of 54 credits and moves to a minimum 60 credits as July 2013. This specialist degree would allow for an ample number of hours to satisfy the credit hour minimum of this accreditation. The counseling programs have not yet agreed to pursue this accreditation, but if they do, a larger degree like this specialist degree, would be required.

7. Institutional Characteristics

Missouri State University is the second largest University in the state. The College of Education is the largest educational certification college in the state. The Department of Counseling, Leadership, and Special Education contains 3 graduate degrees and/or certificates besides the Masters, including a Specialist in educational administration and a cooperative doctorate in educational leadership and policy analysis, and a certificate in autism spectrum disorders. The department, college, and university have ample resources (e.g., faculty, infrastructure, finances, etc.) to support the program. The University's long range goals include an increase to graduate enrollments and implement new degree programs, goals which have been seeing significant progress

(<http://www.missouristate.edu/assets/president/2009StateOfTheUniversityAddress.pdf>).

FORM SE: STUDENT ENROLLMENT PROJECTIONS

Year	1	2	3	4	5
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FORM PS: PROGRAM STRUCTURE

- A. Total credits required for graduation: 72 – 84
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COU 701 Tests & Measures	3	COU 702 School Counseling Foundations/Ethics	3
COU 710 The Helping Relationship	2	COU 705 Orientation to Personal/Professional Development	3
COU 711 The Helping Relationship Lab	1	COU 707 Human Development & Personality	3
COU 733 Couple and Family Counseling	3	COU 714 Diversity & Multicultural Issues in Counseling	3
COU 752 Career Development	3	COU 794 Introduction to Research in Counseling OR PSY 745 Research Methods	3
COU 765 Research Seminar in Counseling	3	COU 724 Clinical Interviewing	3
SPE 715 Foundations of Special Education	3	COU 786 School Psychological Examiner Practicum	3
PSY 703 Human Growth and Development	3	PSY710 Psychology of Education	3
PSY 720 Individual Intelligence Testing	3	COU 788 Supervision, Consultation and Leadership	3

Additional Courses for the Option Secondary School Counseling Option credits: 21

COU 751 Theories and Techniques of Counseling	3	COU 780 Secondary School Counseling Practicum	3
COU 756 Group Counseling	3	COU 781 Secondary School Counseling Internship	6
Two elective courses	6		

Additional Courses for the Option Elementary School Counseling Option credits: 21

COU 708 Child Counseling Theories and Techniques	3	COU 753 Analysis of Childhood Learning and Adjustment	3
COU 757 Elementary Group Counseling Through Play	3	COU 782 Elementary School Counseling Practicum	3
COU 783 Elementary School Counseling Internship	6	One elective course	3

Additional Courses for the Option K-12 School Counseling Option credits: 33

COU 751 Theories and Techniques of Counseling	3	COU 780 Secondary School Counseling Practicum	3
COU 756 Group Counseling	3	COU 781 Secondary School Counseling Internship	6
COU 708 Child Counseling Theories and Techniques	3	COU 753 Analysis of Childhood Learning and Adjustment	3
COU 757 Elementary Group Counseling Through Play	3	COU 782 Elementary School Counseling Practicum	3
COU 783 Elementary School Counseling Internship	6		

E. Free elective credits: 0-6 (Sum of C, D, and E should equal A.)

The Elementary School Counseling option incorporates 3 credit hours of electives; the Secondary School Counseling option incorporates 6 hours of electives. Given the comprehensive and extensive nature of the K-12 School Counseling Option, no electives have been incorporated.

F. Requirements for thesis, internship or other capstone experience:

Students will complete a comprehensive examination upon completion of the Specialist Core. Students will be required to have completed a thesis or seminar project in their Masters degree. For those not meeting this requirement, completion of a thesis/seminar equivalent project will be required prior to completion of the EdS degree.

G. Any unique features such as interdepartmental cooperation:

This degree program is both intra- and inter-departmental in nature. While the majority of required courses are from the Counseling Programs, one comes from Special Education (from within the CLSE) and the remainder come from the Psychology Department. Electives may also come from Educational Leadership (from within CLSE).

FORM PG: PROGRAM CHARACTERISTICS AND PERFORMANCE GOALS

Institution Name: Missouri State University

Program Name: Counseling and Assessment, Ed.S.

Date [MDHE use only]:

(Although all of the following guidelines may not be applicable to the proposed program, please carefully consider the elements in each area and respond as completely as possible in the format below. Quantification of performance goals should be included wherever possible.)

Student Preparation

- *Any special admissions procedures or student qualifications required for this program which exceed regular university admissions, standards, e.g., ACT score, completion of core curriculum, portfolio, personal interview, etc. Please note if no special preparation will be required.*

Students would need to meet the minimum requirements for entry of both the graduate college and the Masters program in counseling if they do not already have a suitable Masters degree. If they do have an applicable Masters degree, no additional preparation for admission would be required.

- *Characteristics of a specific population to be served, if applicable.*
Not applicable.

Faculty Characteristics

- *Any special requirements (degree status, training, etc.) for assignment of teaching for this degree/certificate.*

Faculty teaching in the Specialist Core would be required to have a Specialist Degree or Higher, typically a terminal (e.g., doctoral) degree, OR other evidence of advanced training and expertise in the area.

- *Estimated percentage of credit hours that will be assigned to full time faculty. Please use the term "full time faculty" (and not FTE) in your descriptions here.*

Full time faculty are expected to teach a significant majority (more than two thirds) of the courses in the Specialist core. Full time faculty will also teach a majority of other classes counted towards the degree.

- *Expectations for professional activities, special student contact, teaching/learning innovation.*

Students will be expected to engage with professional organizations appropriate to the profession (eg., the American Counseling Association, the National Association of School Psychologists, etc.) and with Masters level trainees.

Enrollment Projections

Year	1	2	3	4	5
Full Time	3 (3)	8 (5)	13 (7)	20 (9)	25 (9)
Part Time	5 (5)	12 (7)	21 (9)	30 (11)	40 (11)
Graduates	0	2 (FT)	3 (2 FT, 1 PT)	5 (4 FT, 1 PT)	5 (4 FT, 1 PT)
Net Cumulative Total	8 (8)	20 (12)	34 (16)	50 (20)	65 (20)

NOTE: Projections within cells reflect cumulative row total number of students, with new admissions per year indicated in parentheses.

- *Student FTE majoring in program by the end of five years.*

Student FTE for the first five years of the program:

Year	1	2	3	4	5
Full-time	3	8	13	20	25
Part-time	2.5 (3.33)	6.0 (6.67)	10.5 (14.0)	15.0 (20.0)	20.0 (26.67)
Totals	5.5 (6.33)	14.0 (14.67)	23.5 (27)	33.0 (38.0)	43.0 (49.67)

NOTE: First number in the part-time and totals rows was computed according to headcount (i.e., full-time + 1/2 half-time); the numbers in parentheses are based on credit hours (i.e., total credit hours generated divided by a 9-hour, full time load)

- *Percent of full time and part time enrollment by the end of five years.*

Percentage of Full Time and Part Time Students (based upon headcount)

Year	1	2	3	4	5
Full-Time	37.5%	40.0%	38.2%	40.0%	38.5%
Part-time	62.5%	60.0%	61.8%	60.0%	61.5%
Total	8	20	34	48	63

Student and Program Outcomes

- *Number of graduates per annum at three and five years after implementation.*

At 3 years after implementation, 5 graduates per annum are expected. At 5 years, 8 graduates per annum are expected based upon projected enrollments presented earlier.

- *Special skills specific to the program.*

Students will have advanced skills related to mental health and school counseling, particularly as regards psychological assessment.

- *Proportion of students who will achieve licensing, certification, or registration.*

It is expected that 100% of students will achieve certification as School Psychological Examiner, which includes 100% passage on the respective PRAXIS II examinations.

- *Performance on national and/or local assessments, e.g., percent of students scoring above the 50th percentile on normed tests; percent of students achieving minimal cut-scores on criterion-referenced tests. Include expected results on assessments of general education and on exit assessments in a particular discipline as well as the name of any nationally recognized assessments used.*

There will be a written (e.g., essay, mock psychological report interpretation) comprehensive exam process in which it is expected that 100% of students will pass. No national exam will be associated with the Specialist degree which is not also associated with the Masters degree.

- *Placement rates in related fields, in other fields, unemployed.*

Due to the nature of this program, graduates will be qualified to work within public school systems as either school psychological examiners, certified counselors, or both. With some additional coursework, they would also qualify for certification by DESE as a School Psychologist.

- *Transfer rates, continuous study.*

Not Applicable

Program Accreditation

- *Institutional plans for accreditation, if applicable, including accrediting agency and timeline. If there are no plans to seek specialized accreditation, please provide reasons.*

The counseling faculty members are already engaged in an accreditation self-study for the students who currently work towards the school psychological examiner certification through the Department of Elementary and Secondary Education. The first draft is scheduled to be completed February 2010. This draft will then be subject to internal and external review during spring and summer of 2010, after which a revision will occur. Site visitors from DESE will come in Fall 2011. The proposal for the new program grows out of the need for a more cohesive program to better complete this self-study and satisfy standards. The counseling programs are in deliberations about whether to also apply for CACREP accreditation in mental health counseling. The curricular additions of the proposed Specialist degree would allow for sufficient credits to be eligible. However, other program changes would be necessary.

Alumni and Employer Survey

- *Expected satisfaction rates for alumni, including timing and method of surveys*

The program would survey graduates of the Specialist degree at their last known address each fall, beginning with the fall after the first students matriculate. This would allow for positions that began in August to have been filled and for alumni to experience their new position. Maintenance of contact with graduate can be accomplished through listings of certified School Psychological Examiners kept by DESE.

- *Expected satisfaction rates for employers, including timing and method of surveys*

Through tracking means noted above, a survey for completion by employers will be sent at the end of one and two years post degree completion.