I. **Degree: M.S. in School Counseling**

Date of Review: October 15, 2010 (Carried over from 2009-10)

Program Director: Dr. Denise Brouillard

PRC Consultants: Dr. Deb Homa, Glendali Rodriguez

Purpose of the Review: This review is conducted in order to assess the program’s quality as part of the on-going seven-year review cycle required of all Stout degree programs.

Committee Findings: The PRC recommends continuation of this program through the next scheduled review in seven years and that the recommendations made by the committee be implemented.

II. **Abstract:**

The M.S. in School Counseling program is designed to prepare its graduates to support the academic, personal/social, and career development of students in pre-kindergarten to grade 12 educational settings. The program provides students with a strong foundation in counseling theory and practice, combined with experiential-based learning activities through field experiences that are infused throughout the program, culminating in the clinical experiences of practicum and internship. Approximately 25 students graduate from the program each year; enrollment rates have been established that are consistent with employment opportunities, and most graduates become employed within a year. In addition to the 2003 PRC review, the program submitted a status report for 2004-2005. The program is currently seeking accreditation from the Council for Accreditation of Counseling and Related Educational Programs (CACREP), and plans for an onsite CACREP review in the spring 2011 semester are underway. Preparations for CACREP accreditation have been extensive, requiring several years of planning and course revisions, as well as addition of new courses, such as Practicum. Program strengths identified by the current PRC review include: knowledgeable and well-qualified faculty who are approachable and available to meet with students; steady enrollment and graduation rates that are balanced with employment opportunities; foundation of experiential learning; elimination of course overlap; and ongoing student assessment with performance measures in both academic and nonacademic areas. Opportunities for continued improvement include: enhanced availability of classrooms with technology and adequate seating to meet student needs; additional academic advisement for program planning; consideration of a course in multicultural counseling to better meet student needs; and additional evening and/or weekend classes. In addition, if the program is successful in obtaining CACREP accreditation, maintenance of required faculty-to-student ratios will be critical.
III. Process Followed for Current Review:

The PRC Chair met with the dean, program director and chair of the primary department to discuss the review process. The PRC consultants also met with the program director to review the procedures and offer assistance. Data regarding several aspects of the program were collected from students, key instructors within and outside the department, program committee members and program graduates through surveys. The data were analyzed and returned to the program directors and PRC members. A total of 37 students out of 98 participated in the survey (38% response rate). In addition, five (of six) key instructors within the department and all three key instructors responded, along with seven (of 11) program advisory committee members. In February 2010, the program director requested and received an extension of the scheduled review, through the Provost, for early fall 2010. The program director completed the self-study report and presented the report to the PRC in October 2010. The consultants then wrote the recommendation report. This report was forwarded to the dean for her response. The PRC reviewed the dean’s response, approved the recommendation report and forwarded the report to the Faculty Senate.

IV. Previous Review 2002-03:

The previous PRC review of the M.S. in School Counseling program was conducted during academic year 2002-03. That report was written by Dr. Denise Zirkle (now Brouillard). A status report was requested by the PRC during the 2004-05. That report was also written by Dr. Denise Zirkle Brouillard. The committee’s recommendations as well as the applicable responses are submitted below:

Previous Recommendations for Program Director

1. In collaboration with the program advisory committee and faculty, review the program and all coursework for possible revisions to eliminate duplication noted in some of the required courses, notably the Elementary Guidance and PK-12 Development Guidance courses, and the Career Development and Career Transition courses. Incorporate the need for more emphasis on classroom management, curriculum development, counseling at the middle school level, and diversity.

Response from program director:

The faculty in the School Counseling program has begun to identify areas in specific courses where duplication exists. I have requested an entire workday over the summer for program faculty to meet, collaborate and concur about necessary syllabi and course objective changes to eliminate duplication in courses. As a part of the changes in PI-34 (DPI pupil personnel services standards) we will be working to better incorporate topics of classroom
management, curriculum development and diversity into the program curriculum. Additionally, we are currently discussing a plan to add a classroom management course as a core requirement for the M.S. Guidance and Counseling degree.

2010 Summation of Consultants: Previous items of concern regarding course duplication and curriculum development have been alleviated (refer to 2010 Program Review Strengths #4, #5, and #7). The area of multicultural and diversity curriculum is still an area of concern (refer to 2010 Program Review Issue of Concern #5 and recommendations).

2. Student and faculty surveys should be conducted to provide data necessary to determine if lack of Academic Rigor and Accountability in selected classes and course duplication have been lessened. Provide a status report in fall 2004 addressing these concerns.

Response from program director:

The program will closely review the one and three-year follow-up surveys for 2003-2004 to determine that concerns about course duplication have been eliminated. Recent informal student feedback indicates that academic rigor and unified standards have improved over the past academic (2002-2003) year. Again, we will continue to review follow-up studies and monitor progress in this area. The program director will compile data and submit a status report addressing concerns #1, 2, and 3 in Fall 2004.

2010 Summation of Consultants: Items of concern regarding inconsistent course rigor and select class issues of accountability were alleviated by the 2004 Status report review (refer to 2004 Status Report Response Summary) and not identified as an issue of concern in 2010. Course duplication was alleviated through 2006 Program revision.

Previous Recommendations for the Department Chair:

1. Advocate for filling the current School Counseling faculty vacancy.

Response from department chair:

Currently we have hired Dr. Kelly Lamon as a one-year emergency faculty member to cover our School Counseling vacancy. We are hoping to gain permission to do a national search starting in the Fall of 2003 in order to hire a full-time probationary faculty member. We need to do this in order to meet accreditation standards and for the continuity and continued strength of our program. I will continue to pursue filling this position through my term of office.

2010 Summation of Consultants: Items of concern regarding faculty vacancies were alleviated by the 2004 Status report review (refer to 2004 Status Report Response Summary) and not
identified as an issue of concern in 2010. Maintaining current faculty-student ratios, critical to CACREP accreditation requirements are noted as an item of concern in 2010 Program Review.

2. Appoint a lead instructor for each of the required School Counseling courses housed in the department to assure continuity when multiple or adjunct instructors teach those courses.

**Response from department chair:**

Working with the Program Director and teaching faculty, we have instigated this recommendation. Most of the courses have been assigned a lead teacher. A few of the courses still need to be assigned. We want to distribute this responsibility across instructors. The remaining courses will be designated as temporary lead instructors, assuming that we will hire a full-time probationary faculty to fill that responsibility a semester after being hired.

**2010 Summation of Consultants:** The 2010 self-study documentation provided at the time of the program presentation to the PRC lists faculty with clearly assigned courses although “lead teachers” are not identified. However, subsequent communication with the PD verified that lead instructors have been identified.

3. Review syllabi of required courses taught by adjunct instructors to assure that approved course content is being taught.

**Response from department chair:**

In conjunction with the Program Director and School Counseling faculty, syllabi will be systematically reviewed for course content.

**2010 Summation of Consultants:** This item was alleviated through 2006 Program revision and 2009 CACREP accreditation application.

**Previous Recommendations for Dean**

1. Appoint a committee to analyze the resources and program revisions needed to seek CACREP accreditation. The program director should chair this committee.

**Response from dean:**

Both deans are supportive of seeking accreditation through CACREP for this program. A committee will be formed to begin planning for this certification. Since the Mental Health
Counseling program, supported in the Department of Rehabilitation and Counseling, is also in pursuit of this accreditation, it would seem more efficient to form an overall CACREP Committee to analyze resource and program change needs for both programs. There have already been several meetings on this issue. Students in the Mental Health Counseling program made a strong appeal, and a follow-up meeting with faculty from the program was held. It was recommended by the dean that someone from the School Counseling (Guidance and Counseling) program also be included in subsequent meetings so that this process could move forward together. There was overall agreement to this strategy. I would recommend that there be co-chairs for this committee, the program director for each program: Dr. Denise Zirkle and Dr. Gary Rockwood. It is also a concern that this committee, as it moved forward, realizes the significant resource this accreditation will demand during this time of unprecedented budget cut-backs.

2010 Summation of Consultants: An application for CACREP review was submitted in spring 2009. A campus visit has been approved by CACREP and the dates of that visit are pending. Continuing support to achieve and maintain CACREP accreditation is noted in 2010 Program Review recommendations.

2. Advocate for the approval and resources necessary to fill the current School Counseling faculty vacancy.

Response from dean:

An appeal was made to the Provost six weeks ago and approval to fill this position on a temporary basis was accepted. At the present time, a strong potential candidate has been located and would be on board for the beginning of the fall 2003 term.

2010 Summation of Consultants: Items of concern regarding faculty vacancies were alleviated by the 2004 Status report review (refer to 2004 Status Report Response Summary) and not identified as an issue of concern in 2010. Maintaining current faculty-student ratios, critical to CACREP accreditation requirements, are noted as an item of concern in 2010 Program Review.

V. Current Year 2010 Program Review:

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<tr>
<th>Program Strengths</th>
<th>Source</th>
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<tbody>
<tr>
<td>1. Highly knowledgeable and doctoral-level core faculty committed to excellence in teaching</td>
<td>Student survey, PD report, PAC report</td>
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<tr>
<td>2. Program has applied for accreditation with the Council on Accreditation of Counseling and Counseling Related Programs (CACREP), and plans are underway for CACREP’s campus visit and program review.</td>
<td>PD report</td>
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### Consultant Recommendation Report

#### Planning and Review Committee
Consultant Recommendation

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<th>Steady enrollment and graduation rates that are balanced with employment opportunities in the field</th>
<th>PD report</th>
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<td>Addition of Practicum course to provide students with additional hands-on experience</td>
<td>PD report, student survey</td>
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<td>Program is based on a foundation of experiential learning and provides students with a variety of field-based experiences that promote development of professional skills</td>
<td>PD report, PAC survey, faculty survey, student survey</td>
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<td>Conducts ongoing student assessment based on both academic and nonacademic (e.g., dispositional characteristics) standards of performance</td>
<td>PD report</td>
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<td>Program revision in 2006 has eliminated course overlap issues that were raised in previous program review</td>
<td>PD report, student survey</td>
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<td>Faculty are approachable and available to meet with students</td>
<td>Student survey</td>
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#### Issues of Concern

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<th>Lack of available classrooms with needed technology</th>
<th>Faculty survey, PAC survey, PD report</th>
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<tr>
<td></td>
<td>Inadequate availability of classrooms with adequate seating</td>
<td>Faculty survey, PAC survey</td>
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<td>Need for academic advisement to ensure proper sequencing of courses and program planning</td>
<td>PD report, student survey</td>
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<td>Students have had difficulty with the registration process (e.g., being mistakenly put on “hold” status).</td>
<td>PD report, faculty survey</td>
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<td>A course specifically addressing multicultural issues in counseling may better meet student needs than the current course offerings.</td>
<td>PD report, student survey</td>
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<td>If program obtains CACREP accreditation, it will be essential to maintain required faculty-to-student ratios</td>
<td>PD report</td>
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<td>Consider adding more classes that are available in the evening and on weekends</td>
<td>Student survey</td>
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### Recommendations for the Program Director:

1. Continue efforts to obtain and sustain CACREP accreditation.
2. Continue working on developing improved advisement strategies to help understand program requirements and the importance of taking courses in proper sequence.
3. Work with faculty to review advantages of developing a course that addresses multicultural issues in counseling and to enhance the practicum experience to include more school counselor-related activities.

4. Continue exploring feasibility of offering additional courses during the evening, on weekends, and/or in a hybrid format. In the event that additional evening/weekend courses are offered, assess the need for increased access to Library Learning Center resources, such as print media and equipment rental, outside of currently available library hours. Communicate and coordinate meeting this need with the Library Learning Center and the SOE Director and Dean.

5. Develop a protocol for supporting students that do not pass the Praxis-II Exam which is a new graduation requirement.

Recommendations for the Director, School of Education:

1. Work with the Dean, Program Director, and Registrar’s Office to identify classrooms with seating adequate for class sizes.
2. Consider working with the Dean and LTS to equip classrooms with needed technology (e.g., laptop, video, smart boards, Elmo).
3. Work with the Program Director to develop a course for multicultural issues in counseling that may better meet students’ needs.
4. If the program obtains CACREP accreditation, support program needs to maintain required student-to-faculty ratios, especially during Practicum and Internship.
5. Work with the Program Director and the Registrar’s Office to eliminate unnecessary roadblocks in the registration process.
6. Examine credentialing/licensing requirements for faculty, as part of the CACREP accreditation, and resulting continuing education requirements.

Recommendations for the Dean of the College of Education, Health and Human Sciences (CEHHS):

1. Continue to support the Program Director’s efforts to obtain CACREP accreditation. If the program is accredited, it will need institutional support for maintaining appropriate faculty-to-staff ratios.
2. Work with the Director of SOE and the Registrar’s Office to ensure availability of adequate classrooms.
3. Work with Director of SOE and LTS to ensure that classrooms are equipped with the technology instructional staff required.
4. Support the program’s efforts to add or revise courses to provide students a sound foundation in multicultural issues of counseling.
CONSULTANT RECOMMENDATION REPORT
Planning and Review Committee
Consultant Recommendation

5. Examine credentialing/licensing requirements for faculty, as part of the CACREP accreditation, and resulting continuing education requirements.