

TROY UNIVERSITY
Routing Slip for Approval of all UC Academic Program Offerings

University College Site Submitting Request _____ Sanford Florida _____

Degree Program Requested: _____ Master of Science in Counseling and Psychology _____

Instructions: Please select (x) the situation below that is applicable for this request.

Requirements:

Letter of Intent - A full substantive change prospectus and a routing slip with items 1-12 completed is required in the following situations:

- ___ 1. When UC offers an unapproved (new) program at an approved site
- 2. When UC offers an approved program (a program currently offered within the region and previously reviewed/approved by SACS) at an unapproved (new) site
- ___ 3. When UC offers an unapproved (new) program at an unapproved (new) site
- ___ 4. When UC offers an approved program for the first time in a new region
- ___ 5. When UC offers an approved program for the first time in a new country

Letter of Notification - An abbreviated substantive change prospectus and a routing slip with items 1-4 completed is required in the following situation:

- ___ 1. When UC offers an approved program (a program currently offered within the region and previously reviewed/approved by SACS) at an approved site.

Chancellor/Provost Pre-Approval/Date: Ed Howard 5/30/08

1. The Regional Director requests that a Letter of Notification or Letter of Intent be prepared to send to SACS and provides a one to two page summary of the proposed program addition. Elements to be included in the two-page summary:
1) Degree Offered, Program, Location, Start date; 2) Background information; 3) Faculty; 4) Library and Learning Resources; 5) Physical Resources; 6) Financial Support; 7) Evaluation and Assessment; 8) Appendices - (a) Roster of full-time and adjunct faculty, (b) current program SPIE

2. University College Academic Dean sends a Letter of Notification/Intent with accompanying program summary and routing slip to the appropriate college dean/chair for review, comment and/or approval (5 days).

3. Chair Approval/Date: [Signature] Approve Disapprove
Dean Approval/Date: [Signature] Approve Disapprove

4. Upon receipt of item #3 approvals, the UC Academic Dean prepares a request to the IRPE Office. The IRPE Office prepares a formal letter for the Chancellor's signature, logs information, and mails the signed letter of intent or notification to SACS with copies being sent to the following: Regional Director, UC Academic Dean, IRPE Office, Provost, and College Dean.
5. The Regional Director prepares and sends the Prospectus to the UC Academic Dean.
6. The UC Academic Dean reviews the Prospectus, works with Instructional Support Services to edit the Prospectus, and sends the edited prospectus to the Regional Director for corrections as needed.

7. The UC Academic Dean sends Prospectus with routing slip, items #3 signed and approved, to the appropriate college dean for Committee review and approval.

8. College Dean/Date: _____

Approve Disapprove

Approved with Conditions (Attach conditions and specify if conditions must be met prior to request going to the IE Committee for review.)

9. The Substantive Change Prospectus with signed routing slip is submitted to the Institutional Effectiveness (IE) Committee for review and approval.

Signature of IE Chair/Date: John Dew 7/25 Approve Disapprove Approved with Conditions

- Correct Appendix listing on page 13 + insert Appendix A-G

10. The Prospectus and signed routing slip is sent to the Academic or Graduate Council for review.

Signature of Chair/Date: _____ Approve Disapprove

11. The Prospectus and signed routing slip is sent to the Provost for approval.

Provost/Date: _____ Approve Disapprove

12. The Prospectus and signed routing slip is returned to UC Academic Dean for final changes and for production of multiple copies for SACS-COC. The UC Academic Dean forwards the appropriate number of copies to the IRPE Office who prepares a formal cover letter for the Chancellor's signature, logs information, and mails the Prospectus with the Chancellor's cover letter to SACS-COC with copies of the letter emailed to the following: Regional Director, UC Academic Dean, IRPE Office, Provost, and College Dean.

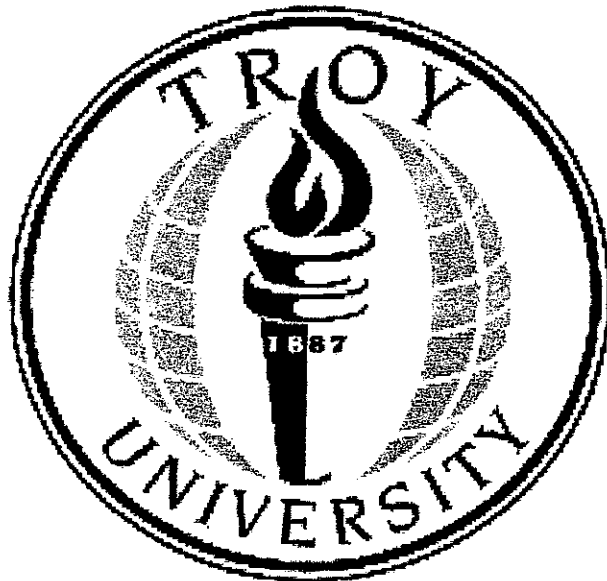
Cc: University College, Graduate Council

SUBSTANTIVE CHANGE PROPOSAL

THE MASTER OF SCIENCE IN

Counseling and Psychology

SANFORD, FLORIDA



**SUBMITTED BY
DR. DAVID WHITE
REGIONAL DIRECTOR
SOUTHEAST REGION
February 2008**

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**PROSPECTUS TO OFFER
THE MASTER OF SCIENCE IN COUNSELING AND
PSYCHOLOGY
AT SANFORD, FLORIDA**

I. ABSTRACT

Troy University's College of Education, working with the Southeast Region of University College, proposes to offer the Master of Science – Counseling and Psychology with the Social Services Concentration at 116 West First Street, Sanford, Florida 32771. The new site will be located within 25 to 50 miles of the Orlando site which will serve as the new site sponsor. The Orlando location has been serving the Metro Orlando area since 1992.

The current central Florida site in Winter Park (North Orlando) will be re-locating in July 2008 to a new location just south of downtown Orlando. While this move will open up new areas from the Orlando to Lakeland corridor for TROY, this move, from the north of Orlando to the south of Orlando, will cut off or diminish interest in the current site from individuals living in the north Orlando to Daytona Beach corridor. Approximately 20% of the current student population at the Orlando site is from the north side of the metro area.

II. BACKGROUND INFORMATION

The mission of the College of Education is to prepare educators, counselors, administrators, and other professionals to be life-long, innovative, informed, reflective decision makers effectively trained to achieve the goals, competencies, and skills identified by the accrediting and professional organizations for each program. The College of Education aims to accomplish the mission of Troy University as posted in published materials: "...Troy University's dedicated faculty and staff promote discovery and exploration of knowledge and its application to life-long success through effective teaching, service, creative partnerships, scholarship and research." (Troy University Graduate Bulletin 2007-2008, page 4). See Appendix I for the Troy University Mission Statement.

Part of the impetus behind the selection of Sanford, Florida as a new site location is the presence of very limited direct competition in the immediate vicinity.

Seminole County Community College (SCCC) has its main campus in Lake Mary/Sanford where it offers the full range of two year programs normally associated with Community Colleges in the State of Florida. The University of Central Florida (UCF) has a presence on the SCCC campus and offers a range of undergraduate programs including much of what can be found in the Troy University undergraduate portfolio (Criminal Justice, Business Administration, Psychology). Tuition fees for the UCF

undergraduate degree programs are currently \$122.55 per semester hour.

As our initial program offering in Sanford will be the Master of Science in Counseling and Psychology, it is important to note that there are no graduate programs offered in Sanford. The UCF facility restricts itself to offering only undergraduate programs and the only opportunity for graduate education anywhere else in the county is at Stetson College in Deland (25 miles from Sanford).

Stetson is a private college offering a range of graduate degrees in Educational Leadership, Educational Specialist, Business Administration, English and Counseling. Although there is a similarity in the Counseling program from a curricular perspective, tuition fees at Stetson for this program are currently at \$550.00 per semester hour minimizing its role as a direct competitor.

The Southeast Region is prepared to offer the Master of Science in Counseling and Psychology – Social Services concentration in Sanford, Florida under the academic control of the College of Education. This prospectus requests that the Southeast Region be authorized to deliver the identical program as approved in the current Graduate Catalog, see page 105.

III. ASSESSMENT OF NEED AND PROGRAM PLANNING/APPROVAL

Sanford is the county seat for Seminole County, one of the fastest growing counties in Florida. The current population for Seminole county is 406,000. Sanford is one of the fastest growing cities in Seminole County with a current population of 50,000 residents. The commitment to historic preservation, its international airport, the creation of 8 Free Trade Zones (FTZ's) in Sanford by the Federal Department of Transportation all speak to the forward thinking attitude of the county and city fathers. Sanford is also located on the Lynx Commuter Rail master plan which will link Daytona Beach and Orlando by commuter rail service within the next 5 years. Coupled with its location on the I-4, State Road 417 corridor, the location is highly accessible for greater Orlando area commuters from outside of Seminole county as well as the local population.

It is these characteristics that allow us to describe Sanford as receptive to the higher education environment. There is potential to draw students from a greater geographical area than just the Sanford, Florida area. Seminole County Community College is the only postsecondary institution servicing the area and its main campus is located in Lake Mary/Sanford. Currently, there are no other upper level post secondary institutions operating in Sanford.

Review and approval of the Graduate Education Program is conducted by the Graduate Council of Troy University. The Council advises the Provost concerning all phases of the graduate academic program, specifically long-range planning, curriculum review, development and revision, and all policy decisions. The Graduate Council is responsible for the approval of all proposed revisions and modifications of graduate degree programs

(Troy University Faculty Handbook, page 13). The Graduate Council is comprised of eighteen faculty members elected at the College Level, and one ex-officio member (Executive Vice Chancellor /Provost and Dean of Graduate School.). Members hold the rank of Associate Professor or Professor, tenured with three consecutive years of full-time service as graduate faculty (Standing Committees of Troy University, page 7).

Upon approval by the Graduate Council, the Commission on Colleges of the Southern Association of Colleges and Schools reviews any significant modifications or expansions of the nature and scope of an accredited institution. This organization is an institutional accrediting body that accredits an entire institution and its programs and services. It is recognized by the U.S. Department of Education as an accrediting agency whose accreditation enables its member institutions to seek eligibility to participate in Title IV. (Commission on Colleges Southern Association of Colleges and Schools, page 1).

IV. DESCRIPTION OF THE CHANGE

The mission of the Department of Counseling and Psychology is to educate and train counseling and psychology professionals by utilizing the highest external standards set by state and national licensing/certifying boards. Highly qualified faculty design and deliver counseling and psychology programs through a wide range of instructional modalities. The counseling and psychology degree programs provide graduate education at regional and national locations. The program seeks qualified students from diverse populations (Graduate Bulletin, page 66).

In addition to the admission requirements for the Graduate School requirements, the student is required to have the following:

1. Three specified reference forms/letters to include one from the applicant's undergraduate adviser, department chair or dean, most recent employer, and a person chosen by the applicant.
2. A resume that includes personal information and a professional portfolio regarding topics such as, but not limited to, educational and work history, personal and professional goals, professional affiliations, awards, articles, and references.
3. Individual and/or group interviews conducted by members of the program faculty to assess the following topics: appropriateness of academic history, work history, potential success in forming effective interpersonal relationships in individual and group contexts, vocational goals and objectives and their relevance to the program, each applicant's openness to self-evaluation, personal and professional self-development, and other factors deemed relevant by the program faculty regarding successful performance as a graduate student and as a counselor.
4. Evidence of academic skills deemed essential by the program faculty to

include, but not limited to, written and oral communication, comprehension and critical analysis of professional literature, basic use of the library, Internet, and other information systems, and competence in statistics and relevant mathematics.

5. Approval of the Graduate Counseling Admission Committee for the department within the parameters established by the College of Education and the Graduate Council (Graduate Bulletin, page 66).

The Social Services Counseling Program is designed to train social service providers. This thirty-six semester hour program has been tailored to meet needs of individuals interested in providing social services in settings that do not require licensure.

The program is designed to provide students with knowledge of theory and application of counseling skills particularly as it relates to providing social services (Graduate Bulletin, page 70).

**Social Services Counseling
36 Semester Hours**

Required Courses		
CP 6600	3	Professional Orientation and Ethics
CP 6642	3	Group Dynamics and Counseling
PSY 6645	3	Evaluation and Assessment of the Individual
CP 6649	3	Theories of Counseling
CP 6651	3	Counseling Diverse Populations
CP 6650	3	Practicum (100 hours)
CP 6691	3	Research Methodology
PSY 6635	3	Vocational Psychology and Career Development
CP 6610	3	Facilitation Skills and Counseling Techniques
PSY 6668	3	Human Lifespan and Development

Approved Elective	3	
Approved Elective	3	

Master syllabi for the above courses are found in Appendix E.

SCHEDULE OF PROPOSED OFFERINGS FOR THE FIRST YEAR.

Term 4, 2009	CP 6600 (3)	Professional Orientation and Ethics
	PSY 6645 (3)	Evaluation and Assessment of the Individual
Term 5, 2009	CP 6649 (3)	Theories of Counseling
	CP 6610	Facilitation Skills and Counseling Techniques
Term 1, 2009	PSY 6668	Human Lifespan and Development
	PSY 6635	Vocational Psychology and Career Development
Term 2, 2009	CP 6642	Group Dynamics and Counseling
	CP 6691	Research Methodology
Term 3, 2009	CP 6601	Legal, Ethical and Professional Standards
	CP 6651	Counseling Diverse Populations

The admission and graduation requirements for students participating through branch campuses are the same as those approved in the Graduate Catalog. There are no special arrangements for grading, transcripts, or transfer credit policies for branch campus students.

Administrative oversight is conducted at all levels of Troy University. The Provost, as the Executive Vice Chancellor of Troy University, is responsible for administering the academic programs. The Provost delegates to members of his staff, various Deans, Directors, Department Chairs, and others, direct responsibility for the quality of individual departmental programs. The Deans of the various colleges report directly to

the Provost. The chief administrator (Director) of each off-campus location reports to the Vice Chancellor, University College, who in turn reports to the Executive Vice Chancellor.

University College was created to provide administration and organization for off-campus programs. It is supervised by a Vice Chancellor whose functions include direct control of off-campus sites. The Vice Chancellor's duties are to coordinate off-campus program quality control, financial activity, record keeping, appropriate evaluation and reporting procedures, marketing, and other management activities.

Within University College, administrative responsibilities of the organization are to provide quality academic programs at all sites. The programs at each site, under the direct supervision of a Regional Director, offer and promote educational opportunities specifically for military and retired military personnel, military dependents, civil service personnel, and corporate employees located within the military and other adult education environments. While Deans/Chairs have the primary responsibility for quality instruction within their respective academic programs, the Regional Director's concerns are to select, develop, administer, and promote those programs that meet the needs and interests of the students in that region. Within the Southeast Region, a Regional Associate Director of Academics has been selected to provide administrative and academic oversight on behalf of the Regional Director. The Associate Director of Academics enforces policies and procedures set forth by the Dean of Education and his/her representatives. To that end, the Regional Program Coordinator for Certification Programs will coordinate oversight of the program with the Graduate Education committee. Site Directors from each campus adhere to these policies and procedures and follow the guidelines set forth by the Associate Director of Academics.

See Appendix C for the University College Organizational Chart

See Appendix D for the Southeast Region Organizational Chart

See Appendix E for Core Course Syllabi

V. FACULTY

As defined in the Troy University Policy Manual, pages 14-16, all faculty in University College will meet the qualification standards established in the current issue of the Southern Association of Colleges and Schools' "Criteria for Accreditation".

Hiring procedures of full-time faculty are the same as Troy campus faculty. The Dean of each college or school will establish his/her procedures for recruitment, screening, interviewing, and selection. For University College, final selection must be approved by the Chancellor, Executive Vice Chancellor, Provost, Vice Chancellor, and the appropriate Dean and Regional Director.

Adjunct faculty will be interviewed and selected at each individual site.

Recommendations for employment are forwarded to the Vice Chancellor of University

College, prior to scheduling and formal hiring. All teaching certifications and personnel paperwork will be completed prior to scheduling.

All full-time and adjunct faculty must be certified for each course taught. Requests for certification will be submitted to the Regional Associate Director of Academics who then forwards the packet to the University College Academic Dean who reviews the packet for completeness. The packet is then referred to the appropriate Dean for evaluation. If deemed by the Dean or appropriate Department Chair to meet Southern Association of Colleges and Schools and University criteria, University College may hire the applicant to teach the certified courses or discipline area.

A Comprehensive Faculty Evaluation Plan will be used to evaluate each faculty member on an annual basis. The plan consists of the Professional Development Plan, the Year-End Self Evaluation, and the Supervisor's Review. See Appendix F. Additionally, course evaluations are administered each term for every instructor who teaches a course. See Appendix G for course evaluation form.

The Florida area of the Southeast Region has a sizeable core of long serving full- and adjunct faculty, whose credentials are listed in the attached faculty roster. Three full-time faculty members are located at the nearby Orlando Site (within 25 miles), and the Region also has one full-time MSCP faculty member in Tampa and Jacksonville. One full-time faculty member from the Orlando Site will be assigned to the Sanford location. The region is actively recruiting another full-time faculty member in the Florida Panhandle. With careful stationing decisions, the Sanford teaching location can be well supported by area full-time faculty. Full-time faculty members from the Orlando site and other Florida locations will be at the site at least on a weekly basis. That schedule will be expanded as enrollments dictate. Current faculty searches underway for Florida locations should allow for faculty stationing in Northern and Central Florida in such a way to provide additional support to Sanford as needed. After one year of operation, the site will be reviewed by University College in consultation with the College of Education to assess long term staffing needs. Additional faculty positions will be requested as needed to support this and other area sites.

VI. LIBRARY AND LEARNING RESOURCES

Troy University Southeast Region (Troy SER) Library Services provide the relevant supporting resources for students pursuing the projected Master of Science in Counseling and Psychology (Clinical Mental Health/Social Services) program at Sanford, Florida. Because the program is offered by Troy University in the Southeast Region and in other locations within the University, Library resources in this discipline are already in place to support the proposed program, as described below.

Troy University provides complete library services through a centralized model, made possible by the emergence of technology in the field of information. Students receive services from the combination of the resources provided by the Southeast Region Library Services staff in Florida and those made available by the Troy Campus Library, in Troy,

Alabama. The services include print and online resources as well as bibliographic instruction and reference assistance.

The Southeast Region Library Services staff consists of two professional librarians operating in an office in the Florida Area Office in Fort Walton Beach, Florida. They are on duty five days a week to provide detailed reference assistance and bibliographic instruction. Students and faculty are encouraged to contact the Library Services staff by toll-free phone or e-mail for these services. In addition, 24/7 Live Chat (instant messaging) and Ask A Librarian (e-mail) administered by the Troy University Library at the Troy, Alabama Campus, offers online assistance as needed, at times when the Southeast Region Library Services staff is not available. This information is posted on the University College (off-campus programs) Library Web page: <http://uclibrary.troy.edu>.

Besides assisting students, the Library Services staff works with faculty to provide information both to them and to their students, regarding library resources and how to use them. On a routine basis, the Reference Librarian offers faculty specific guides he has created using resources pertinent to all disciplines, including Counseling and Psychology <http://uclibrary.troy.edu/pdf/counseling.pdf>.

On the UC Library Services Web site, there is a link to a Faculty/Staff Resources page, which explains Library services available to the faculty, such as creating special materials for their classes.

TROY syllabi provide information on Library Services, including the URL of the Library Web site, informing the students of where to seek assistance.

Library instruction is available in several formats: through materials created for the University College Library Web page; through toll-free telephone and e-mail contact with the SER Library Services staff; and, in some instances, through classroom instruction, as requested by the instructor, either in person or via video teleconferencing, as appropriate.

The TROY University College Library Web page, <http://uclibrary.troy.edu>, offers a considerable amount of instructional materials prepared primarily by the Southeast Region Reference Librarian. There are a number of documents which provide instruction on using the Library resources, both the TROY library resources in general, as well as precise instruction concerning various library areas. The latter includes instruction on both researching materials germane to specific programs, including Counseling and Psychology, as noted above, and on such issues as plagiarism and styles of source citation. A special tool for this program is *Using Mental Measurements Yearbook and Tests in Print*. Each of the databases, found in the *Help Me Choose* section of the Databases, has a link to information concerning its use. There are separate tutorials on databases of special complexity.

Relevant resources for the Master of Science in Counseling and Psychology to be offered at Sanford are found in the TROY collection of online databases, which provide a large content of full-text articles, as well as full-text books. A complete list of all TROY-provided online databases will be found in Appendix XXX.

The following Counseling and Psychology databases support the Master of Counseling and Psychology degree: EBSCO's *PsycInfo*, *PsycArticles*, *PsycBooks*, *Psychology and Behavioral Sciences Collection*, and *Mental Measurements Yearbook*; and ProQuest's *ProQuest Psychology Journals*. The Social Sciences databases which also contain relevant materials are EBSCO's *Academic Search Premier*; ProQuest's *Research Library Complete*; and Gale's *Academic OneFile* and *Expanded Academic ASAP*. In addition, the Education databases address related areas. These include Ebsco's *Professional Development Collection* and *ERIC*, as well as Gale's *Professional Collection* and ProQuest's *ERIC and ProQuest Education Journals*. For legal issues, the courses are supported by Gale's *LegalTrac*; Westlaw; and Lexis Nexis *Academic Universe*.

A full-text monographic database, *NetLibrary*, provides some 48,000 titles, supporting all parts of the TROY curriculum, while the *EBook Library* offers additional materials. Within the *NetLibrary* database, which supports the TROY curriculum, subject searches on the following topics indicated nearly 1,000 titles held in Psychology. Since this was a broad search, not all of the titles will be completely relevant, but the numbers do provide a picture of the resources available in this database to support this program.

In instances where an article or book is not full text in one database, it may be in others, or will be available through Interlibrary Loan from materials held in all of the TROY Campus libraries: Troy, Montgomery, and Dothan. All interlibrary loans are sent directly to the student who, in the case of books, may return these through the site office or mail them directly back to the Library. Articles are retained by the student.

Books and journals for Interlibrary Loan may be identified in the TROY Library online catalog, which provides information on holdings in all of the TROY Libraries. The catalog also includes the titles of those books in *NetLibrary* and *EBook Library*, enabling users to connect to these books by direct links. The Troy University Library, in Troy, Alabama, offers over 400,000 monographic titles, addressing all areas of the TROY curriculum, and a large number of periodical resources, which are available for those articles not full text in the databases.

Library Services are assessed on a regular basis through University assessment instruments.

All Southeast Region students are served by the Regional Library Services staff in Fort Walton Beach, through means of technology, for reference assistance and bibliographic instruction in person, by telephone, or by e-mail. At some locations, where academic libraries are available and have community borrower programs, students may purchase library cards at these institutions and be reimbursed by TROY for \$50 per year of the cost

of such a card. However, because of the availability of resources and services through technology, this option is seldom used by the students.

VII. Physical Resources

Troy University - Sanford is located at 116 West First Street, Sanford, Florida 32771. The site is located in downtown Sanford close to I-4, State Road 417, and U.S. 92. Being located close to well traveled roadways makes the location accessible for greater Orlando area commuters from outside Seminole County as well as the local population.

Troy University will continue to provide instructional support from Regional faculty and administrative support from our nearby Orlando location. On site staffing will be provided as soon as the site is approved by the Southern Association of Colleges and Schools.

VIII. Financial Support

Troy University and existing Southeast Region sites are financially sound. They are generating increasing enrollments and provide ample revenues to support growth. The proposed program in Sanford, Florida is projected to provide additional revenue and complements existing programs.

Revenues are derived principally from tuition and fees. Tuition revenue is based on realistic and conservative enrollment projections. The TROY Fund balance, if necessary, will be used in the event of not meeting projections or for other financial crisis in the Region to assure current and prospective students of a reasonable expectation of completing their programs as planned.

The start of any program would take a cohort approach where students would commit in advance. The following assessment demonstrates the impact of two classes per term for a program over a 5 term year averaging 15 students per class. The total yearly enrollments would equal one hundred fifty. Graduate tuition is \$250 per hour or \$750 for a 3 hour course.

Revenue:

$$\text{Tuition} * \text{Yearly Enrollments} = \text{Total Revenue } \$750 * 150 = \$112,500$$

Expenses:

Expense estimates are based on the cost of providing instructors, equipment, administrative support and library resources. Historical records indicate \$512 is the cost of delivery per enrollment.

Expenses:

$$\begin{array}{l} \text{Cost of Delivery} * \text{Yearly Enrollments} = \text{Total Expense} \\ \$512 * 150 = \$76,800 \end{array}$$

As the data indicates, adding the proposed program is financially viable.

IX. Evaluation and Assessment

Troy University has an institutional effectiveness system that has created organization routines and performance measures instrumental to the pursuit of academic excellence and administrative effectiveness. Under this system, feedback about the performance of academic programs and administrative units is obtained on an annual basis. This feedback is used in both the University's planning and budgeting functions. These activities – performance measurement, planning, budgeting, and implementation – are conducted according to a well-defined calendar. The fundamental components of this system are the "Points of Institutional Effectiveness" (PIE) and the "Annual Assessment Reports". The PIE is a document that identifies for each academic program or administrative unit:

- a. its purpose, including how this purpose fits within the broader goals of the University
- b. how the program structure (for academic departments) or the administrative activities (for administrative units) contribute to their stated purpose
- c. the minimum expected results for the program or administrative unit
- d. the assessment instruments used to measure the performance of programs or units
- e. the procedure for administering the assessment instruments
- f. the positions responsible for reviewing the results and proposing strategies for improvement

The evaluation of all off-campus degree programs is the primary responsibility of the Vice Chancellor, the Academic Dean of University College, and the Dean of the College of Education. They are assisted in those responsibilities by the Regional Associate Director of Academics and the Regional College Coordinator for Education. The following instruments are used in the evaluation of the programs:

- a. Comprehensive Exams
- b. Grades in CP 6650 – Practicum
- c. Students will maintain a GPA of 3.0 on a 4.0 scale

The results of these assessment instruments will be reviewed annually or each term, as appropriate by the Vice Chancellor, the Academic Dean of University College, and the Dean of the College of Education. They are assisted in those responsibilities by the Regional Associate Director of Academics, the Regional College Coordinator for Education and the local education faculty. The current PIE is found in Appendix E.

APPENDIX H

FACULTY ROSTER

Faculty Roster Form

Qualifications of Full-Time and Part-Time Faculty

Name of Institution: TROY UNIVERSITY – UNIVERSITY COLLEGE - Southeast Region

Name of Academic Area, Discipline, Department/School: Graduate, Counseling & Psychology/Education

Academic Term(s) included: Term 1, 2007

Date

Form Completed: January 10, 2008, 2007

1	2	3	4
Name	Courses Taught	Relevant Academic Degrees and Course Credits Earned	Other Qualifications
1. Albery, John (P)	PSY 6635 Vocational Psychology and Career Development (G)	Ed.D., Counseling and Psychology Argosy University M.A., Counseling and Psychology Park College	
2. Browning, Frank (F)	CP 6642 Group Dynamics and Counseling (G) CP 6625 Specialized Study in Counseling (G) CP 6650 Practicum (G)	Ph.D., Counseling and Education UNC at Greensboro M.Ed., Boston University	
3. Cavitt, William (F)	CP 6634 Drug Education, Prevention and Intervention(G) CP 6649 Theories of Counseling (G) CP 6650 Practicum (G) PSY 6668 Human Lifespan & Development (G)	EdD, Educational Counseling, and Educational Leadership, FAU MA, Psych, University of West Florida	
4. Dawson, Gregory (F)	CP 6600 Professional Orientation and Ethics(G) CP 6610 Facilitation Skills and Counseling(G) CP 6662 Internship (G) CP 6663 Internship (G)	PhD, Guidance & Counseling Ohio University MA, Mental Health Counseling Wright State University	
5. Ekman, Kaye (P)	CP 6600 Professional Orientation and Ethics(G) CP 6635 Vocational Psychology & Career Development	PhD, Counseling & Human Development, American University MA, Counseling/Psychology, Chapman College MA, Curriculum &	

		Instruction, Chapman College	
6. English, Charles (P)	CP 6651 Counseling Diverse Populations(G)	PhD, Counseling & Psychology, University of Florida, MS, Vocational Rehabilitation Counseling, University of Minnesota	
7. Haynes, Jeffrey (F)	CP-6634 Drug Education, Prevention and Intervention(G) CP-6650 Practicum(G) PSY-6635 Vocational Psychology and Career Development(G)	PhD, Psychology Saybrook Graduate School MA, Psychology Saybrook Graduate School	
8. Horvat, George (F)	CP-6642 Group Dynamics and Counseling(G)	PhD, Counseling, Education, St. Louis University MS, Guidance Counseling, Southern Illinois University	
9. Lewis, Carol (F)	CP 6650 Practicum (G) PSY 6635 Vocational Psychology & Career Development (G)	PhD, Educational Psychology, University of Mississippi MAE, Counseling, University of Mississippi	
10. McCartney, Angus (P)	CP-6691 Research Methodology CP-6634 Drug Education, Prevention & Rehabilitation CP-6642 Group Dynamics & Counseling PSY 6645 Evaluation & Assessment of the Individual PSY-6668 Human Lifespan & Development	PhD, Psychology, University of Southern Mississippi, MS, Psychology, NE Louisiana University	
11. Philpot, Vincent (F)	CP-6650 Practicum(G) PSY-6645 Evaluation and Assessment of the Individual(G)	PhD, Counseling & Psychology University of Southern Mississippi	
12. Pistro, Kevin (P)	CP-6649 Theories of Counseling CP-6691 Research Methodology CP-6610 Facilitation Skills & Counseling PSY-6669 Behavior Pathology	Psy.D., Clinical Psychology, Minnesota School of Professional Psychology,	

13. Rhyne, Clinton (P)	CP-6601 Legal, Ethical & Professional Standards CP-6649 Theories of Counseling	PhD, Psychology, California School of Professional Psychology EdS, Central Maryland State University MA, Psychology, California School of Professional Psychology	
14. Robinson, Walter (P)	CP 6644 Community Counseling Services(G) PSY 6635 Vocational Psychology and Career Development(G)	EdD, Counseling, Mississippi State University MS, Counseling, Troy State University	
15. Scaff, Lance (P)	CP 6649 Theories of Counseling (G) CP 6610 Facilitation Skills and Counseling Techniques (G)	PhD, Family Relation Counseling, Florida State University MS, Family Relation Counseling, Florida State University	
16. Small, Lamon (F)	CP 6600 Professional Orientation and Ethics (G) CP 6691 Research Methodology (G) PSY 6668 Human Lifespan and Development (G)	Ph.D., Educational Psychology, Mississippi State University M.S., Counseling & Human Development, Troy State University	
17. Stepleman, Lara (P)	CP 6651 Counseling Diverse Populations (G) CP 6650 Practicum (G)	PhD., University of Illinois Urbana/Counseling and Psychology M.S., Counseling and Psychology University of Illinois Urbana	
18. Sunich, Michael (F)	CP 6600 Professional Orientation and Ethics(G) CP 6650 Practicum(G) CP 6662 Internship (G) CP 6663 Internship (G)	EdD, Counseling Psychology Western Michigan University MS, Counseling Psychology Nova Southeastern	
19. Vanderbleek, Linda (F)	CP 6642 Group Dynamics and Counseling(G) CP 6656 Marriage, Family, and Sex Therapy(G) CP 6662 Internship (G) CP 6663 Internship (G)	PhD, Counselor Ed. Mental Health, University of Central Florida MA, Counselor Ed. Mental Health, University of Central Florida	

<p>20. Wilson, Deborah (F)</p>	<p>CP 6601 Legal, Ethical, & Professional Standards (G) CP 6600 Professional Orientation and Ethics (G) CP 6649 Theories of Counseling (G) CP 6691 Research Methodology (G) CP 6650 Practicum (G)</p>	<p>Ed.D., Counseling Education – Texas Southern University M.Ed., Guidance and Counseling, Texas Southern University</p>	
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APPENDIX I

POINTS OF INSTITUTIONAL EFFECTIVENESS

Troy University
Points of Institutional Effectiveness (PIE)

Program/Unit:	Social Services Counseling
Location:	Troy, Montgomery, and University College
Date:	April 24, 2007
Division:	College of Education
Person Completing the Report:	<u>Eddie Clark</u>
Title:	Assistant Professor 10

Mission and Relation to University Mission: The Social Services Program is designed to train social service providers. This program has been tailored to meet the needs of those individuals interested in providing counseling in a wide range of social service agencies that do not require licensure. The program provides graduate students with theoretical knowledge and counseling skills application unique to social services.

Purpose: The Social Service Program is a graduate program designed to enhance the skills and abilities of a growing diverse student body. The program promotes professionalism to traditional and non-traditional students through exploration of knowledge, self-evaluation, skills application, community service, and research for life-long success in the field of social services.

Expected Outcomes/Student Learning Outcomes with Assessment Measures:

Students will develop knowledge of the counseling profession to include history, current roles, trends/issues, functions, and professional identity. The students will also develop knowledge of research methods and data analysis contributory to various social services counseling and effective intervention evaluation. These skills will be assessed through the practicum and the comprehensive exam.

Students will demonstrate knowledge of counseling theories and skills applications relative to social services counseling, case planning, and current intervention techniques. Students will be assessed through the practicum and CPCE measures.

Students will demonstrate sensitivity and skills applicable to providing counseling services to culturally diverse populations. They will also develop an appreciation for

professional, legal, and ethical judgment. These skills will be assessed through the practicum.