MISSION

The Department of Counseling and Special Populations prepares students to become highly skilled, culturally competent, ethical professionals who enhance human development in a dynamic, global community. The Department provides specific educational preparation for careers in counseling, special education, and English as a second language.

PROFILE

The Counseling and Special Populations Department offers a Bachelor of Science degree in special education. In 2013, at the graduate level, we offered professional degrees in clinical mental health counseling, school counseling, special education and special education/educational diagnostician. Also in 2013, the department offered the following on-line programs through the Office of Distance Learning: Master of Education in School Counseling, Master of Education in Clinical Mental Health Counseling, a certificate in English as a Second Language (16 credits), and a certificate in Counseling and Development (16 credits). For 2013, the department had 11 active full-time tenure track/tenured faculty, and one clinical instructor. For the 2013 calendar year, we also had two faculty members on FMLA and one faculty member on developmental leave. Also, our staff consisted of a coordinator of assessment and field experience and a senior administrative associate. In 2013, the department employed 10 field supervisors (Betsy Tucker, Deb Tidwell, Sandy Rucker, Robika Mylroie, Kim Arrington, Patrick Milmore, Louis Lacourt, Rachael Owens, Peter Formica, and Annelise Vela) and 11 adjunct faculty members (Sue Sadik, Lisa Wines, Dawn Hudak, Rick Balkin, Cindy Fussell, Sarah Becerra, Yulia Pronchenko, Donna Sheperis, Shin-Hwa Lee, Robika Mylroie, and Bipin Sharma).

In 2012, we began the special education degree as part of our department. Only 5 students officially counted in our department undergraduate census. All other programs showed positive growth. The enrollment for all programs in 2012 was 1267 students. Our on-campus graduate degree programs for 2012 were in the areas of school counseling, community counseling, special education, and special education/educational diagnostician. Table 1 demonstrates the number of majors by their degree plan.
Table 1 Student Enrollment

<table>
<thead>
<tr>
<th>Test No.</th>
<th>Test Name</th>
<th>Headcount</th>
<th>% Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>152</td>
<td>BMT all MEd, Pre and Post MDGC, PMDC</td>
<td>47</td>
<td>2.56%</td>
</tr>
<tr>
<td>158</td>
<td>BMT MEd SpEd Generic/Ed Diag (MPSP)</td>
<td>8</td>
<td>0.44%</td>
</tr>
<tr>
<td></td>
<td>BMT &quot;Lost sheep&quot; (MDEE, MFCS, SOCI, MSCJ, etc)</td>
<td>12</td>
<td>0.65%</td>
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<tr>
<td></td>
<td>AP MEd Comm Mtll Health (AMHC, PAMH)</td>
<td>68</td>
<td>3.71%</td>
</tr>
<tr>
<td>152</td>
<td>AP MEd School Counselor (AMSC, PASC)</td>
<td>1641</td>
<td>89.53%</td>
</tr>
<tr>
<td>152</td>
<td>AP Cert Sch Coun (AMCE)</td>
<td>13</td>
<td>0.71%</td>
</tr>
<tr>
<td></td>
<td>AP &quot;Lost Sheep&quot; (AMET, AMSAL, AMTL, ASAC)</td>
<td>12</td>
<td>0.65%</td>
</tr>
<tr>
<td></td>
<td>AP MEd Tchr Ldr AMTL+ESL Conc (1)</td>
<td>13</td>
<td>0.71%</td>
</tr>
<tr>
<td></td>
<td>AP MEd Tchr Ldr AMTL+GTED Conc (1)</td>
<td>7</td>
<td>0.38%</td>
</tr>
<tr>
<td></td>
<td>AP CERT Gifted &amp; Talented (GTED)</td>
<td>1</td>
<td>0.05%</td>
</tr>
<tr>
<td></td>
<td>AP CERT Eng As Sec Lang (AESL)</td>
<td>11</td>
<td>0.60%</td>
</tr>
<tr>
<td><strong>TOTAL Enrolled</strong></td>
<td></td>
<td><strong>1833</strong></td>
<td><strong>100.0%</strong></td>
</tr>
</tbody>
</table>

In 2012, the student credit hour production was 21,435 credit hours.

**ORGANIZATION OF THE REPORT**

This report is organized in the following manner: Productivity and Progress of the Department, Areas of Concern, Goal Accomplishments, Goals for 2014, Summary of HEAF requests and overall summary and reflection.

**PRODUCTIVITY AND PROGRESS OF THE DEPARTMENT**

**Accreditations:**

As a new department, we have begun to report our learning outcomes for SACS and NCATE. This will be the second year that a report will be required for this department. We have also begun the process of self-study for CACREP accreditation. As part of the contribution to our college conceptual framework, we provided the following information:
The school counselor. School counselors are a central part of a school’s educational leadership team. They help create an educational environment that nurtures student development and academic success. The program in school guidance counseling is specifically designed to produce effective, competent, and highly qualified school counselors committed to helping all EC-12 students achieve academic success; develop social and cross-cultural skills; practice responsible behavior; prepare for a vocation; and employ effective decision-making skills. The school counseling program uses a scholar-practitioner approach, combining a foundation in core counseling coursework with experiential learning through school-based field experiences. This approach produces a professional who understands data-based decision making and its importance to school success. The curriculum for the school counseling program is based on professional standards of the Council for Accreditation of Counseling and Related Education Programs (CACREP) and aligned with the competencies drawn from SBEC school counselor standards. They are arranged in keeping with domains, as follows:

Domain I: Understanding Students - The counselor understands student development and diversity; applies this knowledge to the development of programs which meet the needs of students; promotes the success, personal growth, and academic achievement of all students; and responds to students with high expectations, a caring attitude, and respect for all.

Domain II: Planning and Implementing the Developmental Guidance and Counseling Program - The counselor has knowledge of developing and implementing a developmental guidance program, which includes a guidance curriculum; counseling and responsive services: individual student planning; and parental involvement. Skills in planning, delivering and evaluation of these services are displayed. The counselor develops a reputation as a trustworthy advisor and displays facilitative relationships with students.

Domain III: Collaboration, Consultation, and Professional Responsibility - The counselor complies with ethical, legal and professional standards of the profession and works collaboratively with parents, community members, and teachers to enhance learning and promote positive change.

The educational diagnostician. The program in special education with preparation for educational diagnostician certification has at its focus the development of the qualified educational diagnostician who is versed in state and federal policy and law which guides the educational program for at risk students, who is competent to assess and evaluate the student with disabilities, and recommend modifications to curriculum and instruction appropriate to the child’s needs.

The knowledge bases of effective educational diagnosticians are based on the standards of Council for Exceptional Children (CEC) Advanced Standards, and the standards established by the SBEC (RULE §239.83, Standards Required for the Educational Diagnostician Certificate).

Standard I. The educational diagnostician understands and applies knowledge of the purpose, philosophy, and legal foundations of evaluation and special education.

Standard II. The educational diagnostician understands and applies knowledge of ethical and professional practices, roles, and responsibilities.
Standard III. The educational diagnostician develops collaborative relationships with families, educators, the school, the community, outside agencies, and related service personnel.

Standard IV. The educational diagnostician understands and applies knowledge of student assessment and evaluation, program planning, and instructional decision making.

Standard V. The educational diagnostician knows eligibility criteria and procedures for identifying students with disabilities and determining the presence of an educational need.

Standard VI. The educational diagnostician selects, administers, and interprets appropriate formal and informal assessments and evaluations.

Standard VII. The educational diagnostician understands and applies knowledge of ethnic, linguistic, cultural, and socioeconomic diversity and the significance of student diversity for evaluation, planning, and instruction.

Standard VIII. The educational diagnostician knows and demonstrates skills necessary for scheduling, time management, and organization.

The Department received exemplary ratings for the WEAVE assessment plans. The Department has worked with the assessment office to build disposition rubrics into TK20 and has begun the phase review process for all students. Phase 1, 2, and 3 reviews were completed on all students in 2013 and will be reported in the next annual report.

**Student Measures of Success:**

I. The Counseling and Special Populations Department had 571 graduate students received a degree during 2013 (271 in 2012). Table 2 contains the degrees awarded by discipline.

<table>
<thead>
<tr>
<th>Degree Program</th>
<th>Number of Graduates</th>
</tr>
</thead>
<tbody>
<tr>
<td>AMSC</td>
<td>553</td>
</tr>
<tr>
<td>MDGC</td>
<td>7</td>
</tr>
<tr>
<td>MPSP</td>
<td>9</td>
</tr>
</tbody>
</table>

III. Two hundred and ninety four COSP students took the school counseling and educational diagnostician EC-12 content exams (TExES) during the 2013 calendar year. Ninety-Eight Percent were completers (305 out of 313 passed) for school counseling. The pass rate for Educational Diagnostician was 67%.
Table 3
COSP 5 year Trend in Certification

<table>
<thead>
<tr>
<th>YEAR</th>
<th>Sch Coun</th>
<th>Ed Diag</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BMT</td>
<td>LUAP</td>
<td>BMT</td>
</tr>
<tr>
<td>2009</td>
<td>10</td>
<td>9</td>
</tr>
<tr>
<td>2010</td>
<td>11</td>
<td>0</td>
</tr>
<tr>
<td>2011</td>
<td>6</td>
<td>4</td>
</tr>
<tr>
<td>2012</td>
<td>6</td>
<td>70</td>
</tr>
<tr>
<td>2013</td>
<td>291</td>
<td>3</td>
</tr>
</tbody>
</table>

CY2013 Enrolled by Program

<table>
<thead>
<tr>
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<td>100.0%</td>
</tr>
</tbody>
</table>

(1) Included with PEDG MEd Teacher Leader Totals

NOTE: AP Concentrations and Cert Only Majors for GT, SpEd, and Autism began 2014 Spring AP1
TExES - ALL Attempts

<table>
<thead>
<tr>
<th>Test No.</th>
<th>Test Name</th>
<th>No. Testing (headcount)</th>
<th>No. Attempts (Seatcount)</th>
<th>No. Passing (Final)</th>
<th>% Pass Rate (Final)</th>
</tr>
</thead>
<tbody>
<tr>
<td>152</td>
<td>School Counselor</td>
<td>305</td>
<td>313</td>
<td>299</td>
<td>98.03%</td>
</tr>
<tr>
<td>158</td>
<td>Educational Diagnostician</td>
<td>6</td>
<td>7</td>
<td>4</td>
<td>66.67%</td>
</tr>
<tr>
<td>161</td>
<td>Special Ed(2)</td>
<td>2</td>
<td>3</td>
<td>1</td>
<td>50.00%</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>313</td>
<td>323</td>
<td>304</td>
<td>97.12%</td>
</tr>
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</table>

(2) Inluded with PEDG PB Initial totals

SBEC Standard Certificate Approved CY2013

<table>
<thead>
<tr>
<th>Cert Area</th>
<th>(Headcount)</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Counselor</td>
<td>291</td>
</tr>
<tr>
<td>Educational Diagnostician</td>
<td>3</td>
</tr>
<tr>
<td>TOTAL</td>
<td>294</td>
</tr>
</tbody>
</table>

Faculty Success:

During 2013, the faculty of the Counseling and Special Populations Department was actively involved in scholarship and research activities. Faculty members published 19 referred journal articles and 3 book chapters. The faculty members collaborated on 91 presentations. There were 90 total presentations including 3 international presentation, 21 national presentations, 3 regional presentations, 7 state presentations, and 56 local presentations. Four faculty members had grant proposals that were funded for a total of $320,000 (an increase of $100,000 from 2012).

Publications:

Referred Journals:


**Chapters in books**


Sisk, D. A (2013). Developing leadership capacity in gifted students for the present and the future. In Don Ambrose, Tracy Cross and Bharath Sriraman (Eds.) *Roeper School*, Information Age Publishing.


**Presentations:**


Smith, S. U. (October, 2013). What do university faculty need to know and do to help multilingual/ESL learners with advanced English literacies in Higher Education?: Insights from activity theory. Paper presented at the annual Texas Association for Bilingual Education (TABEL) Conference, Houston, TX.


Sisk, D. A. (2013). *Ways to Teach Outside the Box*, Lucas Pre-School Center, Success Express Staff, June 17, 2013.


Troxclair, D. (2013). Overexcitabilities of the Gifted. Session presented at the Texas Association for the Gifted & Talented Regional Conference by TGAT request, West, El Paso, TX, October 5, 2013. (Regional) & Session presented at Texas Association for Gifted & Talented Annual Conference, Houston, TX, December 4-7, 2013. (State)


Troxclair, D. (2013). What the research says about RtI and gifted. Presented at the 10th Annual Education Research Conference, Beaumont, TX, March 2013 (Local)


Rindone, H. & Sheperis, C. J. (2013). Development of an instrument to measure risky sexual behavior in adolescents. Paper presented at the annual meeting of the Association for Assessment in Counseling and Education, Houston, TX, USA

Sheperis, C. J. & Davis, R. J. (2013). Predicting success in counselor preparation. Paper presented at the annual meeting of the Association for Assessment in Counseling and Education, Houston, TX, USA

Grants:

Faculty eCommons Research Grant Program, Academic Partnerships ($ 10,000), 2013
For the project titled, “Influencing student self-regulation in online learning: Developing a model of instructor planned feedback.” Principal investigator. Co-investigators: RJ Davis & Carl Sheperis of Lamar University.

The Texas Governor’s School was held in the summer of 2013 serving 100 high achieving and high ability secondary students from throughout the state of Texas. This three week program was funded for $ 100,000 from Capital Bank (Dishman Foundation), the Education Advancement Foundation, the Carol Tyrell Kyle Foundation, the Community Development Block Grants of the city of Beaumont and individual donors including Mr. David Beck, Dr. Jack and Mrs. Linda Gill and Mrs. Ida Pyle.

Project RISE was funded by the Quality Teacher Grant Program in 2013 to provide 20 elementary school teachers from Beaumont, Port Arthur, Nederland and Silsbee with advanced content in Earth/Space Science, problem solving and inquiry strategies. The focus was on the TEKS: Earth Systems, Natural Events Interact with Human Activities and TAKS: #3. Demonstrate an understanding of the interdependence of organisms and the environment. Project RISE was funded in the amount of $ 95,000 for (2013).

Presentations were made at state and national meetings and used as a theoretical concept in the book Enhancing the gift of leadership: Innovative Programs for all grade levels co-authored with Hava Vidergor from Israel.

Project Success Express, a two-week summer project with a focus on Algebraic thinking integrated with Reading held at Lucas Pre-School Center for 60 four and five year old Head Start and at-risk children from BISD (2013). Two lead teachers worked with six practicing BISD co-teachers in curriculum development using the theme of animals. The program was a collaborative among BISD, Lamar University and Exxon/Mobil. Dr. Sisk and Mrs. Gwendolyn Lacey, BISD Language Arts Supervisor planned and implemented the program. At the end of the summer program, 85% of the Pre-K children mastered all of the K-TEKS in Mathematics and Reading. The program was funded for $ 25,000 by Exxon/Mobil.

Funded Projects for 2013

Texas Governor’s School (Education Advancement Foundation ($49,908), Community Development Block Grant ($6,000), Dishman Foundation ($6,000), and the Texas Work Force $95,000) $ 156,000

Faculty eCommons $ 10,000

Quality Teacher Program: Project RISE (THECB) $ 95,000

Online Learning Outcomes (Sheperis and Davis) $ 5,000

TGS Field Day (Shangri La Botanical Gardens and Nature Center) $ 15,000
Success Express (Exxon/Mobil) $25,000

Individual Donors (David Beck, Dr. Jack and Linda Gill and Ida Pyle) $14,000

Total $320,000

Facilities:

In 2013, we renovated our department office in room 105. We also renovated room 105 COEHD to develop our first department operated clinic. Our faculty members primarily schedule classes in the College of Education and Human Development but do teach in other building when space issues are present. Our graduate classes are held after 5pm M-TH. During 2012, we utilized 12 faculty offices.

Curriculum:

In 2013, our program coordinators were as follows: Dr. Deb Troxclair served as the special education/educational diagnosticsian graduate coordinator. Dr. Dorothy Sisk was our coordinator for gifted education. Dr. Belinda Lopez served as the school counseling program coordinator, Dr. RJ Davis coordinated clinical mental health counseling. These faculty members lead their colleagues in promoting curriculum discussion and resolving issues. They also were responsible for advising within their curriculum.

In 2013 we developed 12 online courses that met Quality Matters standards and revised four online courses that met QM standards.

COSP launched the Clinical Mental Health Counseling (60 Credit) program in June, 2013. The average student enrollment has been 35 students every five weeks.

COSP launched the online Special Education Master’s Degree program in January, 2014.

COSP launched the online Autism Certificate program in January, 2014

COSP launched the online Gifted/Talented Certificate program in January, 2014

COSP launched the online Special Education Certificate program in January, 2014

COSP launched the online ESL in January, 2012. Enrollment in the program has been slow. Two students completed the certificate and have passed their respective certification exams.

COSP worked with the Office of Financial Aid to make the certificates financial aid eligible. All certificates except for Gifted/Talented Education will be financial aid eligible.

COSP hired three faculty members (Rachael Ammons, Darrell Mohr, and Anna Nguyen)
Hired six field supervisors (Betsy Tucker, Deb Tidwell, Debbie Webb, Sandy Rucker, Albert Nolan, and Rachael Ammons)

COSP hired six additional adjunct faculty members bringing the total to 11 adjunct faculty members (Sue Sadik, Lisa Wines, Dawn Hudak, Rick Balkin, Cindy Fussell, Sarah Becerra, Yulia Pronchenko, Donna Sheperis, Shin-Hwa Lee, Robika Mylroie, and Bipin Sharma).


COSP hired two Graduate Assistants.

Development and Outreach:

- The Department participated in the spring 2013 Open House and the Fall 2013 Open House.
- COSP advertised the Special Education Programs in the University newspaper and in the Council on Exceptional Children Program Book
- We established internship sites in our MDGC programs. Our MPSP program has established internship sites at local schools.
- A large number of local presentations were conducted by faculty (see presentation list).
- Established Memorandums of Understanding with school districts throughout Texas and across the United States.
- Continued to increase our working relationship with Pearson Education to offer students a digital library for all courses.

Administrative Support Personnel:

We have two staff positions. Rhonda Marcontell was hired in August 2011 for the senior administrative associate position. She has been with Lamar since 2001. Rhonda was promoted to Coordinator of Assessment and Field Experience for COSP in the fall of 2013. She has proven to be very efficient, effective, and customer friendly and has the full support of our faculty. She has easily learned new software and the way Lamar functions. She has already made a positive contribution to our department.

Marian Rodriguez was hired in Fall of 2013 as the Administrative Associate Sr. Marian spent the fall learning the university system and has made a positive impact on the faculty, students, and overall department operations.

AREAS OF CONCERN:

Our Academic Partnership program launched in April 2011 and we currently have approximately 1300 students enrolled. We implemented the Clinical Mental Health Counseling program in June, 2013 and other programs started in January, 2014. As the current programs grow and we add other programs, there will be a clear need to also add to the number of faculty lines and
support staff. In order to meet national accreditation standards, we will need to consider a formula for adding faculty lines per number of student enrollments. The recommended FTE for CACREP is 10:1. As initial enrollments grow, we will need to add faculty lines in each program area. We will also need to add a number of adjunct positions to manage the growing number of students.

The most pressing area of concern is the operating budget for the department. We have added 11 faculty members since 2012 and have not increased our operating budget. In order for the department to operate effectively, it is essential that an increase be made to account for the needs of each new faculty member. In April of 2014, the department is running dangerously close to depleting all operating funds. With the addition of new faculty in August, 2014, the issue will become even more problematic. If the budget is not increased in 2014, the ability for faculty to travel and present at national conferences will be greatly diminished. As a Carnegie institution, professional presentations are an integral aspect of professional development. We ask that the efforts be supported with increased budgetary allocations.

In addition to faculty and administrative lines, we believe that more comprehensive curriculum development support should also be available. At present, faculty members develop courses with little to no oversight/editorial support. In order to follow best practices in curriculum development, additional support personnel are necessary. We believe that additional course development personnel are needed to adequately support the program development process.

In reviewing operation for other departments in the college, it appears that a number of student workers and graduate assistants are allocated to those areas. It would be useful to have a formula for how those resources are allocated. At present we have one graduate assistant and no student workers although we have nearly 1,200 students in the department. It is important to note that we have projected large growth in enrollment for 2014/2015.

In addition to budget for faculty travel, we believe that marketing is an essential element in our success as a department. We are concerned about the marketing practices with Academic Partnerships and would like additional resources dedicated to marketing through the University. As an example, the ENSL certificate launched in Fall, 2012. We only enrolled 3 students in the program. This certificate area is largely popular throughout the United States but is lacking marketing support by AP. We hope that the University will investigate the marketing strategy for graduate programs and add additional marketing to the current effort.

ACCOMPLISHMENT OF 2013 GOALS:

2013 GOALS:

- To develop a 60 hour clinical mental health counseling program through Academic Partnerships (AP)
  - Program launched in June, 2013.
• Develop a certificate program in Gifted Education (launch January, 2013)
  o Program launched in January 2014

• Develop a series of video advertisements through campus video (Jack Fitch)
  o In Progress

• To establish: Cardinal Community Clinic
  This center will be pivotal in our efforts to be more productive in research and will allow for collaboration both within our department and across campus. Also, we hope to find funding partners to further develop the physical presence of this Center.
  o Clinic was launched in Fall 2013

• To increase publications across faculty members within the department and to increase publications in higher tier journals.
  We have seen an overall increase in faculty publications. However, the next step is to develop strategies for publication in nationally recognized/ranked journals.
  o We are continuing to produce a large number of high quality scholarly works

• To have greater student involvement on faculty research projects and to get more students to attend (perhaps present) at state, regional and national conferences.
  o 6 students presented with faculty members in 2013.

• To grow enrollment in the undergraduate special education program
  o In progress

• To develop a comprehensive student portfolio that can be used for assessment through TK20
  o We have developed the portfolio and have data collected in TK20
2014 HEAF REQUESTS:

Renovation of Room 101A

We are renovating the instruction environment in room 1010 so that it is conducive to teaching, demonstration, supervision, and training. Administrative control of the instruction environment will remain in COSP and will ensure adequate and appropriate access by faculty and students. The instruction environment will include all of the following:

1. Settings for conference meetings, with assured privacy and sufficient space for appropriate equipment.
2. Settings for small-group work, with assured privacy and sufficient space for appropriate equipment.
3. Necessary and appropriate technologies and other observational capabilities that assist learning.
4. Adequate storage for testing materials and instructional materials.

We propose the allocation of a portion of the HEAF budget toward renovation of the classroom to make it more user-friendly. This budget will help to fund purchase of appropriate technologies, observational capabilities, and purchase of appropriate furnishings.

1. Renovation Estimate for Room 105 COEHD: $10,000

Additional Equipment/Furniture Costs

2. Revo 16 Channel Surveillance System Cameras $182
3. Office Chairs (6) $6000
4. Storage Cabinets (6) $2400
5. Literature Racks (2) $500
6. Display Case $1500
7. Filing Cabinets (6) $600
8. IPAD Air (10) $7,700
9. Computers and monitors (10) $11,000
10. Laptop Computers (10) $12,000
11. Desks (6) $6000

TOTAL INITIAL REQUESTS: $57,882
Additional Funding Requests

Because the Department of Counseling and Special Populations trains students to become educational diagnosticians, it is imperative to have up-to-date assessment instruments available for training. While HEAF funds are not typically used for this type of request, we have worked with the CFO to access funds that would purchase instruments in exchange for HEAF in other areas. The need for these additional funds were discussed with Dean Hollis Lowery Moore and Associate Dean Bill Holmes. Because we are not able to charge a lab fee for the use of assessment instruments, it is essential that these be included in our annual HEAF list.

In 2014, several assessment instruments are being revised and new kits are needed. The following purchases are requested:

<table>
<thead>
<tr>
<th>Description</th>
<th>Quantity</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adult SASSI-3</td>
<td>(270 x3)</td>
<td>$810</td>
</tr>
<tr>
<td>The ABLLS-R Assessment Kit</td>
<td>(3x$1495)</td>
<td>$4485</td>
</tr>
<tr>
<td>Pearson</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PPVT -4 Record Form A (30706) – (168 x3)</td>
<td></td>
<td>$504</td>
</tr>
<tr>
<td>PPVT -4 Record Form B (30709) – (168x3)</td>
<td></td>
<td>$504</td>
</tr>
<tr>
<td><strong>WISC-V</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The WISC –V Complete Kit (manual Scoring) - Hard Case</td>
<td>(1094x5)</td>
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SUMMARY AND PERSONAL REFLECTION:

The 2013 calendar year was marked by growth and change in COSP. Three new faculty members joined the unit as well as numerous adjunct instructors and field supervisors. We will continue to grow with the addition of six new faculty members in counseling in August, 2014 (2 replacement positions). The COSP faculty members continue to produce scholarly work at a high rate and provide excellent service to the University, the surrounding community, professional organizations, and private entities. Compared to the graduation numbers for 2012 (279), the 569 graduates in 2013 marked a new era for the College of Education. Our school counseling students are passing the TEXES content exams at a nearly a 100% rate and the educational diagnostician passing rate showed increased progress from 2011. Overall, it was a productive year for the COSP department.

My overall 2014 goal for our department is to diversify our curricular offerings through the new programs launched and to grow enrollment in each of those areas. In order to manage the expected enrollments in new programs, it will be important to have a full complement of tenure-track faculty in each of our degree programs. Again, it will be important to have a formula for the addition of positions based on enrollment numbers. As the clinical mental health program continues to grow, we will need to manage the number of students that are projected for this program. One major goal for 2014 is to submit a self-study for accreditation with CACREP and to submit approval to offer the educational diagnostician program online. The COSP department is interested in developing collaborative relationships with other departments and outside organizations. Our goal is to improve the reputation of our program and to increase outreach efforts. We believe that our planned initiatives will help contribute to the success of Lamar University.

Respectfully Submitted.

Carl J. Sheperis PhD, NCC, LPC, ACS
Chair and Associate Professor