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Date November 23, 1977

A COMPARISON OF THE MONTANA STATE UNIVERSITY GUIDANCE AND COUNSELING
PROGRAM WITH FIFTEEN OTHER COLLEGE AND UNIVERSITY MASTERS' PROGRAMS
FOR THE PROFESSIONAL PREPARATION OF PUBLIC SCHOOL COUNSELORS

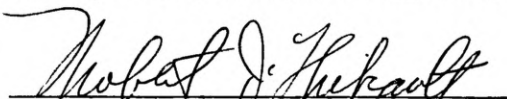
by
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A professional paper submitted in partial fulfillment
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ABSTRACT

The major concern of this study was to compare the Montana State University guidance and counseling program with 15 other college and university masters' programs for the professional preparation of public school counselors.

A letter was composed and sent to 23 selected colleges in the Rocky Mountain region. Requests for material and information dealt with the following areas: admission standards, course offerings, course objectives, program goals, and graduation requirements. In some cases, a second letter was mailed encouraging participation in the study. Finally, a few colleges were contacted by telephone encouraging their response. Overall, there were 15 respondents.

The accumulated data was charted and compared to determine similarities and/or differences. The information was presented via the descriptive narrative with the use of tables. Percentage rankings were also utilized.

In general, the results showed that the two populations (Montana State University and the study group) exhibited similar programs. More specifically, admission standards, course offerings, and program goals displayed a degree of commonality. Educators appear to be interested in collecting further criteria to supplement the existing admission standards. Career education, vocational education, and curriculum classes are gaining importance as core requirements. Internships at the master's level are becoming increasingly popular.

The course objectives of counselor education classes were extremely difficult to ascertain. No conclusions were reached in this area because of the lack of data.

The graduation requirements exposed a notable discrepancy regarding the thesis or professional paper requirement. Numerous schools are now offering an optional plan to compensate for this.

CHAPTER I

Introduction

Modern man cannot recapture an identity out of the past; for his old identity was not lost, but outgrown. Identity is not, therefore, to be found; it is to be created and achieved. (Wheelis, 1958, p. 205)

This question reflects a basic philosophical concept of America's educational system. Education acts as a foundation from which individuals can grow, achieve, and create. The fundamental principle of growth exists in all areas of higher education. Our society is concerned with individual needs and specific ways of meeting these needs. It is very important that our educational system reflects the current needs of society. After all, each university ideally exists for the benefit of its students. Educational institutions provide a marketable service to the public. So, evaluation of university and college programs is of the utmost importance if the current demands of society are to be met.

Curriculum evaluation is once again gaining recognition as a valuable tool for those in the field of education. It allows us to assess whether or not our programs are achieving their overall goals. Individual objectives can be analyzed as to whether or not they have value in relation to the larger program. Complete system feedback is an invaluable aid to instructors, individual departments, undergraduate schools, and graduate schools of education. Curriculum

evaluation is one of the higher quality assessment components available when total system accountability is desired.

Presently, there is a need for counselor educators to re-evaluate their programs. "After several decades, the gap between what counselor education programs prepare the counselor to do and what he actually does is as wide as ever" (Arbuckle, 1970, p. 325). Educators must be concerned with program quality and upgrading. In order to effectively evaluate counselor education programs, it is necessary to isolate counselor training programs from the other disciplines within the field of education.

Many studies believe that counselor education should stress the theoretical aspects of counseling. The individuals who support this see little purpose in the practical side of counseling. They believe that education should emphasize the traditional cognitive approach. Obviously, graduate school is the place to learn about theories because actual employment will provide the settings for experience in application of these learned theories.

On the other hand, other individuals feel graduate school education and training should emphasize the practical-experiential side of counseling. This includes some theories coursework in order to provide a basic foundation. However, the major emphasis is on counseling relationships and how to conduct oneself in such instances. Counseling practicum is an important experiential aspect of the

program. Knowledge concerning interpersonal relationships and communication is highly valuable.

Overall, both programs encourage students to develop a realistic view of one's self-awareness. Acceptance of one's own uniqueness and qualities is extremely desirable. Introspection can be useful, as Island (1972) states:

Seeing above all means seeing oneself: seeing oneself acting, seeing what to act on, and connecting reflection and action. The challenge to counselor educators is to facilitate in students an understanding of what they are doing. (p. 766)

In essence, the student learns how to view himself in relation to the surrounding environment.

The researcher believes there is an obvious need to study counselor preparation programs because of the discrepancies that exist in preparation methods. The major areas of emphasis need to be brought to the attention of counselor educators and university officials in order to improve our existing graduate programs.

Statement of Problem

The problem of this study was to compare the Montana State University guidance and counseling program with fifteen other college and university masters' programs for the professional preparation of public school counselors.

Within the guidance and counseling field, there are different

methods and emphasis within counselor preparation programs. The investigator feels it is necessary to review this area and reveal such differences.

Purpose of the Study

Researchers have indicated that school counselor preparation programs are in need of revision and updating. A gap still exists between what counselors are prepared to do and what they actually do once employed. It is time for our educational institutions to narrow this gap.

Likewise, graduate students at Montana State University have expressed a desire for counselor educators to improve the existing program in order to better meet student needs. Among the students' recommendations were the following:

1. Increase the guidance and counseling faculty.
2. Expand the number of quarters required to six so curriculum options could be increased.
3. Place more emphasis on testing, test interpretation, program administration, school curriculum, careers, vocational education, and internships.
4. Increase the options, other than education classes, that are acceptable for inclusion in a minor area.
5. Design comprehensive exams which will reflect both a

positive learning experience and realistic evaluation for counseling students.

6. Improve inter-departmental communication.

A letter to the Dean of the College of Education from the graduate students in guidance and counseling brings to light the fact that there are current problems within the Montana State University guidance and counseling department that need to be dealt with. (See the Appendix for a copy of the letter.) Perhaps this study can help find answers to some of these problems.

This study is also important to Montana State University because of the recent visit by the National Council for Accreditation of Teacher Education (NCATE). The report, (spring, 1977) by the College of Education to the NCATE team on the advanced programs included a section dealing with the Master of Education degree in Guidance and Counseling. This report mentioned short and long range goals. Some of the recommendations were for: (a) a competency based program with emphasis on individualized training, (b) a two-year program which would meet Association for Counselor Education and Supervision (ACES) standards, completion of which would make students eligible for licensure, (c) more emphasis placed on family and marriage counseling, counseling women, research, and testing, and (d) admissions standards to be redefined, thus, "only the best candidates are admitted" (pp. iv, 18-19).

All of the above suggestions support the need for a revised look at the Montana State University guidance and counseling program; this is only one way of supporting the NCATE standard encouraging that: "The institution conducts a well-defined plan for evaluating the teachers and other professional school personnel it prepares at the graduate level" (Thibeault, 1971).

General Questions to Be Answered

The following are general questions that this study is concerned with.

1. How does the Montana State University guidance and counseling program compare with other university counselor preparation programs within the Rocky Mountain region?
2. How do admission standards compare between the universities involved in the study?
3. Are course objectives similar or different between the colleges?
4. What are the overall program goals of each university?
5. Is there any continuity between the colleges and universities participating in the study?
6. How do the Montana State University graduation requirements compare with the other colleges in the region?

General Procedures

Initially, this study involved a survey of twenty-three different colleges and universities within the Rocky Mountain region. The schools were selected on the basis of whether or not they offered a Master's degree in Guidance and Counseling. The schools were chosen from those listed in The Counselor Education Directory 1977 Personnel and Programs by Hollis and Wantz.

Each school was sent a letter requesting specific information about their professional program dealing with the preparation of school counselors. (See Appendix for copies of the letters.) All were asked to cooperate with the curriculum improvement at Montana State University by sending the following information concerning their programs: (a) admission standards, (b) current course offerings, (c) course objectives, (d) program goals, and (e) graduation requirements. With this information, it was possible to compare the Montana State University guidance and counseling program with the fifteen universities and colleges which responded to the letter.

Limitations

Interpretation of this study was restricted by certain limitations:

1. A limited number (15) of colleges and universities were

included as respondents in the study.

2. The location restriction was to involve schools in the Rocky Mountain region only.

3. The study was restricted to colleges and universities offering masters' degrees relative to the professional preparation of public school counselors.

Definition of Terms

The following terms required definition to ensure clear and concise understanding in the study.

Accreditation. The process of designating an educational institution as having met minimum standards established by an accrediting agency is accreditation (Hopke, 1968, p. 5).

Certification. Certification is the state requirement and approval of a person's work experience and/or education preparation to qualify for a particular position (Hopke, 1968, p. 57).

Counseling (secondary school). Counseling is a discipline concerned with promoting the pupil's self-understanding and self-acceptance, facilitating personal decision making and planning, and the resolving of special problems. Counseling is the process in which an experienced and trained person assists a second person (a) to understand himself and his opportunities, (b) to make appropriate adjustments and decisions in light of this understanding,

(c) to accept the responsibility for his choice, and (d) to follow a course of action in harmony with his choice (Hopke, 1968, p. 87).

Guidance (educational). Guidance is the assistance given to pupils individually and through group techniques enabling them to function more effectively in school by freeing their capacities to learn (Hopke, 1968, p. 169).

Practicum (higher education). Practicum is a course of instruction arrived at closely relating the study of theory and practical experience, both usually being carried on simultaneously. The practicum is an academic exercise consisting of study and practical work (Hopke, 1968, p. 276).

Summary

There are some basic differences in the approaches to counselor education among various universities and colleges. The studies reveal a gap between the theoretical and experiential viewpoints. But, most programs stress student self-development and integration with the surrounding environment.

Curriculum evaluation is once again proving its effectiveness. It is specifically valuable to those involved in counselor education and preparation. There is an urgent need for Montana State University to meet the needs of its counseling graduate students. The need is blatantly apparent and it is now time for the institution to study and

revise its program to increase its effectiveness. Not only will the current students benefit, but so will the faculty, future students, and the institution itself. The time is ripe for critical examination of counselor education issues. The university should inspire its students and faculty to aspire towards excellence because we are facing a decade of great promise. There is nothing to lose and everything to gain when we strive towards the fulfillment of our highest potentials.

CHAPTER II

Review of Literature

In this chapter, a selection of literature relating to counselors and counselor education is presented. The first area involves counselor roles and what the perceptions of administrators, teachers, and counselors reveal. Then, the ideal counselor roles as seen from the standpoint of professional counselor organizations is reviewed. This includes the American Personnel and Guidance Association (APGA), the Association for Counselor Education and Supervision (ACES), and the American School Counselor Association (ASCA) standards.

Information about accreditation is examined. This includes background, accreditation agencies and various accreditation policies. This ties in directly with the problems of certification and some specific examples of state certification requirements for public school counselors.

Finally, counselor educators and counselor education programs are discussed. The topic of counselor education programs and curriculum evaluation within these programs is considered. Together, these various subjects provide a background and basis for the re-evaluation of the counseling and guidance program at Montana State University.

Counselor Roles

The counselor's role is of the utmost importance when curriculum evaluation is undertaken. What a counselor should be doing can be viewed from three standpoints--that of the administrator, teacher, and counselor. In order to have a worthwhile curriculum, there should be some congruency between all of these viewpoints. There is a general consensus of opinion that counselors should convey a totally free and honest atmosphere which enables the student or client to feel assured of complete confidentiality. It is a professional task and responsibility of the counselor to communicate this to others.

Administrator's views. School administrators have certain expectations of their counselors. As Arbuckle (1968) sees it, "the counselor should represent the highest level of security in the institution" (p. 343). Thus, the counselor should exhibit efficiency, warmth and concern for individual needs, helpfulness rather than expertise, and awareness. This is a realistic goal but oftentimes is difficult to achieve. Because of this, many administrators view counselors as incompetent to handle students' personal and emotional problems. They then stress job duties relating to pupil attendance, scheduling, discipline problems, substitute teaching, clerical activities, student registration, and orientation. More

specifically, Parlow's study (1974) found:

(There were) certain functions which the majority of administrators felt high school counselors should be held primarily responsible. These functions were: Individual and group counseling; providing information on colleges and various careers; assisting students with school decisions; administering the school's standardized testing program; placement duties; and follow-up studies of students. (p. 42)

And, "Many administrators expect the counselor to be active in certain administrative and instructional areas such as curriculum planning" (Shertzer & Stone, 1963, p. 689).

Oftentimes, there is a conflict between counselors and administrators regarding the counselor's function in the school. Ultimately, "It is the administrator . . . who permits the counselor to work in distinctive ways or who uses him as a convenient administrative aid to perform countless chores which bear little relation to any acknowledged function" (Wrenn, 1965, p. 177). So, the counselor and administrator must come to an agreement regarding counselor function if the needs of the students and staff are to be responsibly met.

Teachers' views. Teachers have definite perceptions of counselors. More often than not, these stress the negative views of teachers towards counselors. For example, some teachers relate to counselors as administrators who are merely tolerated. They believe counselors flaunt their upgraded education to boost their own egos. A counselor cares too much about students and exhibits more loyalty

to the students than the educational institution. To many, counselors protect too many students and don't discipline them enough (Darley, 1956).

Pierson (1954) seems to put this misplaced hostility into perspective: "It is difficult for the classroom teacher to accept the need for specialists in human relations in the school. For to admit that specialists are necessary is to imply that teachers have certain limitations which they are reluctant to face" (pp. 326-327).

Counselors' views. Counselors' self-perceptions relating to role and function are widely varied. A counselor's functioning is partially dependent upon the expectancies of others. Likewise, self-perceptions and individual roles greatly influence the way others perceive the counselor. And, counseling and guidance is a fluid process which makes it difficult to define. For many, a counselor's responsibilities include the following: (a) group and individual counseling with students, including decision making, planning and interviews, (b) consultation, including staff, parents, and outside resource personnel, (c) current and follow-up studies of students, concerning interpretations, curriculum development, etc., (d) dispensing accurate information regarding community resources, programs, and available facilities, (e) orientation and

awareness relating to the "world of work" and how the student fits into this, (f) assisting and supporting teachers, (g) assisting and supporting students, (h) assisting and supporting the administration, and (i) general guidance activities (Rate, 1967 and Watts. 1975).

Interestingly enough, both counselors and administrators see the need for active involvement in school curriculum development and research (Rate, 1967 and Watts, 1975). Overall, counselors must openly communicate with the school personnel, students, parents, and general public the foundations of their role. Perhaps the counselor's dilemma can be simplified by the following study conclusion: "More study and communication between counselors and administrators is needed to establish an effective role for the school counselor" (Berges, 1971, p. 26).

Ideal Counselor Roles: Professional Organizations

Professional counselor organizations have "ideals" which they support regarding counselor roles. The associations share a similar goal--an increase in professionalism and standardization of counselor roles. All standards provide criteria for the minimum preparation of counselors. If educational institutions, accrediting agencies, and state certification boards would abide by adopting such national standards the preparation and evaluation of counselors and counselor education programs would be simplified.

APGA policy. The American Personnel and Guidance Association is concerned with increased professionalism within the field of counseling. Their general policy statement encompasses the following:

1. Clarification of counselor responsibilities and qualifications is necessary.

2. Counselor education and preparation must continually be evaluated in order to effectively meet the ever-changing demands of today's society.

3. Establishing a common core regarding professional preparation is necessary.

4. The policy statement should serve as a guideline for counselor educators, professional agencies, employers, state and federal agencies, and counselors. Such a policy can aid in the clarification of professional evaluation and job responsibilities.

More specifically, the APGA views the professional counselor role as one of assisting clients via the counseling relationship. The counselor must exhibit self-confidence and utilize all resources to help individuals with decision making, coping, and self-understanding. The counselor must value professionalism and abide by the APGA code of ethics at all times.

Some qualities which characterize good counselors are: (a) belief in each individual, (b) commitment to individual human values, (c) alertness to the world, (d) openmindedness, (e) understanding of self,

and (f) professional commitment (Patterson, 1967). All-in-all, the counselor must exhibit personal, intellectual and ethical competence.

Counselor preparation programs are also very important. They should reflect the professional role of the counselor in the employment setting. The APGA stresses the following ideas:

1. Counselors should achieve goals based upon a "philosophy which reflects the highest level of professional knowledge and social concepts" (Patterson, 1967, pp. 203-204).

2. Counselor educators should value program evaluation, efficiency, flexibility, revision, and adjustment.

3. Each student's program should reflect "essential content and experiences . . . a planned sequence spiraling toward progressively more advanced work" (Patterson, 1967, pp. 203-204). And, every student should feel individually challenged by the program.

4. Each counselor candidate should have a "background (undergraduate or graduate) in the humanities and in the social, behavioral and biological sciences" (Patterson, 1967, pp. 203-204). Likewise, interdisciplinary studies should be encouraged.

5. Counselor preparation programs should be available year-round, as should continuing education programs.

6. Finally, "a program of counselor preparation which would meet the principles listed above as well as provide the professional

studies described below would consist of a minimum of two years of graduate study, a substantial portion of which should be in full-time graduate study" (Patterson, 1967, pp. 203-204).

ACES policy. The policy that is currently supported by the Association for Counselor Education and Supervision was adopted in October of 1973. As with the APGA policy, these standards are intended as guidelines. In many respects, the ACES standards re-emphasize the APGA standards. So, ideas not previously presented by the APGA are given here.

The ACES standards express the opinion that counselor preparation programs should have objectives that are developed by the faculty members. These should reflect national, state, and local needs. Closely related to this is the department curriculum. The program should offer options and enriching experiences to the student. The educational experiences should be sequential. And, in-service education should be available. Finally, supervised experiences should be relevant to the students' career aspirations. Examples of such experiences are lab situations, practicum, and internships.

Internships, according to the ACES view, should be postpracticum experiences. Essentially, these provide for on-the-job experiences. Some specific guidelines are (ACES, 1977):

- (1) The internship placement is selected on the basis of the student's career goals.
- (2) The internship includes all activities that a regularly

employed staff member would be expected to perform. In the setting the intern is expected to behave as a professional and should be treated as one.

(3) The intern spends a minimum of 300 clock hours on the job. It is desirable that the internship be a paid experience.

(4) Supervision is performed by qualified staff in the field placement setting who have released time from other regular duties.

(5) The counselor education faculty provides these field supervisors opportunities for in-service education in counseling and personnel services supervision.

(6) There should be close cooperative working relationships between staff in field placement settings and the counselor education faculty. (p. 599)

Another area mentioned in the ACES standards involves program studies and the necessity of a common core. Common core can be defined as being "composed of general areas considered to be necessary in the preparation of all counselors and other personnel services specialists" (ACES, 1977, p. 598). They have broken the core requirements into eight areas: (a) human growth and development, (b) social and cultural foundations, (c) the helping relationship, (d) groups, (e) life style and career development (including vocational education), (f) appraisal of the individual, (g) research and evaluation, and (h) professional orientation.

Obviously, the standards are concerned with faculty and student well being. It also stresses individualized progression through a competency and performance based education program. There is also

encouragement for extension of the minimum study graduate counselor education program beyond one year. Some profess that two years of graduate study in counseling is close to being a reality.

ASCA policy. The American School Counselor Association policy statement tends to encompass the same ideals as both the APGA and ACES policies. Professional responsibilities are divided into six basic areas. The counselor is responsible to himself, the staff, the profession, the community, the parents, and the student. Again, professional awareness, competency, and ethics are stressed. Confidentiality is to be strictly adhered to. With all of this in mind, the counselor increases his effectiveness and ability to participate in each counseling situation realistically.

Accreditation

Montana State University, like all educational institutions, is concerned with accreditation. Most curriculum is designed with the idea of meeting these minimum standards. This is especially important to the teaching and counseling profession because many graduates of accredited preparation programs are eligible for state credentials and/or certification.

Historical development. It is necessary to have a general understanding of the evolution of accreditation in order to fully understand the importance of accreditation standards. College records regarding standardization and accreditation weren't

available until the late 1800's. It wasn't until the Federal Department of Education's formation (1867) that such facts were requested. Basically, authorized institutions granting degrees to attending college students were recognized as colleges. So, according to Zook and Haggerty (1936), "On this basis, these early lists of the United States Bureau may be considered the forebearers or precursors of present-day accredited lists" (p. 19).

In 1915 a new criteria was established. An institution had to have stated admission standards, offer two years of college level work, have a minimum of 20 students actively enrolled in the college, and confer degrees. But, regardless of the criteria, a wide gap between university standards and policies existed. For example, prior to the development of accrediting standards, collegiate institutions differed in entrance and graduation requirements by several years or more. A bachelor's degree program could involve as little as two years' work or a maximum of four years. It has been reported that as late as 1911 all the southern state universities awarded the A.B. degree for less than four years of residence work (Snively, 1945, p. 434).

As a result, standards were set regarding high school and/or college preparatory work: This defined course work in terms of "units" and the specification of a minimum number of units to meet college admission standards. Likewise, college programs generally

upgraded their requirements regarding four-year programs, credits and hours necessary for graduation, departments within the college, library facilities, and funding. Although such standards couldn't guarantee a superior quality of work within the universities, they did improve the conditions and forced the institutions to upgrade their educational facilities and programs.

By 1918, the Department of the Interior, Bureau of Education, had prepared a report which listed thirteen standards that colleges of higher education should meet. These standards related to income; endowment; number of departments; preparation of faculty; teaching load; units of high school work required for admission; number of conditions allowed at time of admissions; requirements for graduation; faculty salaries; size of recitation, quiz, and laboratory classes; and expenditures for the library and laboratories (Capen, 1918).

In 1937, the National Council of Chief State School Officers requested the Office of Education to recommend standards for use by education departments for accreditation purposes in post-secondary institutions. The result of this request was Bulletin 1940, No. 3, Collegiate Accreditation by Agencies Within States. Overall, this bulletin emphasized that the responsibility of higher education resided with each state. And, private educational organizational goals should center around the improvement of education,

National position. The Office of Education's position on accreditation remained unchanged until the early 1950's. It wasn't until 1952 that the Office Commissioner published a set of criteria which aided in determining whether a specific accrediting agency or association was "nationally recognized." The criteria were as follows: The agency or association (a) is involved in national or regional operations, (b) fills an accreditation need, (c) is involved in rating the quality of educational programs, (d) informs public of accreditation standards and lists such institutions, (e) has a professional approach to its procedures and organization, (f) is involved in higher education institution evaluation, re-evaluation, and visitations, (g) inspects institutions with qualified examiners who prepare written reports and recommendations, (h) has a sound financial basis, experience in accrediting institutions (minimum of two years), and follows ethical standards, and (i) is accepted by employees and licensing bureaus in the United States (Federal Register, 1952).

By developing the above criteria, the Office of Education assigned themselves authority to determine which accrediting associations were reliable authorities on the quality of training offered by educational institutions. Legally, the Commissioner was not assigned such authority. Currently, the Office of Education is a consultive, advisory and research agency for all levels of education. There is

no valid reason for the Office of Education to accredit colleges since each state and other various agencies fulfill that role.

Accrediting agencies. There are many accrediting agencies that exist within the United States today. Six general types of accrediting organizations are: national, regional, professional agencies, voluntary, state accrediting agencies, and cooperative agencies. One notable major agency is the National Commission on Accrediting. It initially evolved from the Association of American Universities who previously had been active in the field of accreditation. This transformation occurred in 1949-1950. Originally, the National Commission arose to its position with the support of other associations such as the Association of American Colleges, the American Council on Education, the American Association of Junior Colleges, the Association of Teacher Education Institutions, the American Association of Land-Grant Colleges and State Universities, the Association of Urban Universities, and the National Association of State Universities. For individual colleges and universities, eligibility for membership in the National Commission of Accrediting is dependent upon membership in one of the previously mentioned associations.

Basically, the purpose of accreditation is as follows: (a) to study program standards and strive for the betterment of such standards, along with program improvement, (b) to provide for the transfer

of students from one institution of higher education to another in a standardized fashion, (c) to improve the quality of employees and professional programs within universities, (d) to raise the standards of education--especially in professional fields, (e) to supply the public with information regarding educational institutions and what type of quality education they offer, (f) to conduct research programs to improve accrediting criteria and methods, and (g) to "study, review and make recommendations with respect to state and federal legislation and ruling involving accrediting as well as the legal status and powers of accrediting agencies" (Selden, 1969, p. 26).

Another accrediting agency of importance is the National Council for Accreditation of Teacher Education (formed in 1952). They also provide for a minimum level of academic quality and integrity. It is important to keep the general construct and quality of programs congruent. Accreditation procedures usually involve four steps:

1. Standards and criteria are set up.
2. The various colleges and universities are inspected.
3. A list of the institutions which meet the accreditation criteria is published.
4. Periodic visits and reviews of accredited institutions are made.

According to Armstrong (1969), the "council accredits teacher education programs, not departments or schools of education. The scope is the total program of teacher education offered by the institution even though accreditation is by broad categories" (p. 207).

Accreditation procedures are very specific. The council is also bound by certain policy and budget limitations. Briefly, the council functions in the following manner:

1. Council members and committees develop standards and procedures.
2. Evaluators "visit institutions, report their findings, and recommend accreditation or denial of accreditation. Evaluators are selected from outside the state in which the institution applying is located with the exception of representatives of State Departments of Education and State Education Associations. The council uses the report of the evaluators as the major basis on which to take action on applications. The major function of the evaluators is to provide a descriptive analysis of the teacher education program which they find in an institution applying for accreditation. It is not their major function to judge the quality of the program; this the council does. The evaluators make no recommendation to the institution at the time of the visit" (Armstrong, 1969, p. 208).

3. Each university seeking accreditation returns a preliminary application to the council for evaluation. This deals with the

teacher education program, levels of preparation, curriculum and faculty qualifications.

4. Each college carries out a self-evaluation and writes this up in a report.

5. The visiting evaluation team reviews the university programs and reports to the council.

6. The visiting committee makes an overall recommendation to the council.

7. The council recommends whether or not to approve the institution for accreditation.

8. The institution receives a copy of the evaluators' report.

This is the type of procedure that each institution of higher education experiences.

Finally, it is necessary to mention the recognized higher education accreditation agency of the northwestern United States--the Northwest Association of Secondary and Higher Schools. This association is also referred to as the Northwest Association (established 1917). The goals of this organization are similar to those of the National Accrediting Association. Both agencies work cooperatively to achieve these common goals.

Certification

"Counseling needs to establish certification and legislative

criteria for regulation as a profession" (Lindenberg, 1976, p. 34).

This quotation seems to echo the feelings of many students, counselors, and counselor educators today. Between states, the certification standards reflect total incongruence. This is a serious deficiency which threatens all public schools because it does not provide for high quality guidance services. Many states don't even attempt to meet the recommended minimum preparation standards of professional counseling organizations. Some counseling professionals believe "with regard to the future, counseling is either on the threshold of autonomy or on the threshold of dissolution as a separate and equal profession compatible with all of the helping professions" (Lindenberg, 1976, p. 34).

Achieving such goals in the standardization of state certification is a difficult task. But, regardless of the obstacles that must be overcome it is a worthwhile endeavor. Certification standards are directly linked to counselor education programs. Ideally, the higher education institutions and state departments of certification should be working cooperatively on this issue. If there can be an overall agreement on certification requirements nationally, then counselor education programs can effectively meet the demand for the preparation and placement of school counselors.

State certification requirements. In order to make plans for the future, it is necessary to examine the current counselor

certification standards. To provide a general overview, individual states' certification requirements are presented. According to Woellner (1976), the following counselor certification standards are effective in each of the following states.

Colorado - General teacher certificate is required. A counselor endorsement is added on regarding grade level, subject matter, and/or specialized education preparation. (p. 30-31)

Idaho - Pupil Personnel Services.

1. General

A. A Pupil Personnel Services Certificate, endorsed for guidance, psychological examiner, or school psychologist, may be issued by the State Board of Education to any person of good moral character who has an acceptable master's degree from an accredited college or university and who meets the specific requirements outline for the desired endorsement.

2. Guidance Counselor (Valid five years, renewable)

A. Master's degree from an accredited college or university.

B. At least two years of successful teaching experience as evidenced by recommendations.

C. Holds a valid Idaho teaching certificate.

D. Meets the following specific requirements:

1. Guidance courses, at least 12 hours of which must be taken at the graduate level, semester hours. 18

2. Recommended at least one course in guidance from each of the following six areas; however, the starred courses are required.

a. Principles and practices of guidance services.*

b. Organization and administration of guidance services.

c. Occupational and educational information.

d. Counseling techniques.*

e. Analysis of the individual.

f. Supervised counseling practicum.*

E. This certificate is valid for five years and is renewable. (p. 61)

Montana - School Counselor certification is added on to the teaching certificate as an endorsement (K-12). The only requirements are that the person holds a valid teaching certificate and completes at least 20 semester hours in counseling and guidance. (p. 127)

New Mexico - School Counselor

1. Four-Year School Counselor Certificate

A. Bachelor's degree from a regionally or New Mexico approved college or university.

B. Valid teaching certificate at either elementary or secondary level. Individuals who do not qualify for a teaching certificate must have the recommendation of an institution offering a state-approved program which is regionally accredited to offer a program in counseling. The waiver certificate must include a description of the applicant's supervised experiences which were incorporated into his graduate program. Acceptance is subject to approval by the State Department of Education.

C. Course Requirements

1. Graduate work in field of guidance and counseling, semester hours 24
 a. Credit must include three or more semester hours in occupational information.

b. Remaining credits must be distributed over the following areas, with a minimum of three areas represented: theory, philosophy, and principles of guidance; psychological appraisal of the individual; psychology of careers; techniques of guidance and counseling; group procedures; research methods of study.

D. Renewal requirements.

1. May be renewed for a four-year period provided the holder earns eight semester hours of graduate credit in guidance and counseling during the life of the certificate.

2. Verification by employing authorities of three years' experience in school counseling, either part-time or full-time, achieved during the four-year period immediately preceding the date of application for renewal. (p. 147-148)

Utah - Public School Counselor

1. Basic Professional Certificate

A. Utah teacher's endorsement.

B. Recommendation of accredited institution where training was received.

C. Two years of verified approved educational experience.

D. Counselor education courses, quarter hours required . . 24

1. Philosophy, organization, and administrative relationships.

2. Appraising and understanding the individual.

3. The counseling relationship.

4. Group procedures in counseling and guidance.

5. Vocational development theory.

- 6. Statistics and research methodology.
- 7. Supervised experience such as laboratory, practicum, or internship.
- 2. Professional Certificate
 - A. Completion of a master's degree, or Graduate credit in the following, quarter hours 55
 - 1. - 6. See 1, D, 1-6 above.
 - 7. Supervised counseling practicum.
 - B. Utah teacher's endorsement, or
 - C. Prior approved supervised experience such as laboratory, practicum or internship.
 - D. Verification of three years' experience as a school counselor.
 - E. Institutional recommendation. (p. 198)

Wyoming - Guidance Counselor

- 1. Guidance Counselor
 - A. Provisional Endorsement.
 - 1. Eligibility for Initial Teaching Certificate.
 - 2. Work in guidance in approved counselor education program, semester hours 20
 - Plus one year of successful teaching experience or advanced internship experience.
 - 3. Not renewable.
 - B. Initial Certificate.
 - 1. Eligibility for Initial Teaching Certificate.
 - 2. Successful teaching experience 2 years
 - or, successful teaching experience 1 year
 - plus counseling experience 1 year
 - or successful counseling experience 1 year
 - plus advanced internship or practicum in counselor education, semester hours 10
 - 3. Master's degree in Guidance
 - 4. Work experience outside field of education . . 1 year
 - or Course in Philosophy of vocational education. (p. 225-226)

Obviously, there are a lot of differences from state to state regarding endorsements, certification, titles and teaching experience. This is precisely why some type of national certification board for counselor certification is necessary.

There are a few commonalities exhibited by the current counselor

certification requirements. Most states require a master's degree for a permanent certificate. And, the "State Board of Education is the most common final authority on certification requirements" (Dudley & Ruff, 1970, p. 305). We must remember that these requirements are minimal at best. They should be re-examined and re-evaluated in order to meet the changing needs of society. Thereafter, the necessary modification should be made. For example, Arbuckle (1960) believes "that the education of the school counselor should be more extensive than is currently required for certification in most states, and that the teaching requirement be removed as a requisite for certification" (p. 141). Of course, this will involve counselor educators, state and national professional organizations, and the state certification boards and departments of education. If we use this as a starting point, there is a chance to bring about some beneficial changes in the area of counselor certification.

Counselor Educators' Influence on Counselor Education Programs

Our responsibility as counselors and counselor educators is not to shape men and women to the requirements of institutions, but rather to enable them to build new institutions to meet human needs. (Island, 1972, p. 764)

The counselor educator can be relatively influential concerning standards for counselor education and performance. If he chooses to work cooperatively with school administrators the results can be very significant. A more realistic approach towards job conditions, school

settings, and available positions can only have a positive effect on the counselor educator and efficient fulfillment of his role. Similarly, the counselor educator can mutually benefit the administration by enhancing his perception of recent societal changes and their effects on the counselor's function. The incongruity of guidance and counseling as visualized by university educators and those in public schools is rectifiable.

Educational institutions provide students with a healthy and educational environment. But, many people complain that counselor educators are highly technique and theory oriented. They feel that psychological, psychiatric, and therapeutic approaches should have decreased emphasis in counselor education programs. The preoccupation with "counseling" has had a negative effect on the "skills" counselors are developing at the graduate level. Fraser, Nutter, and Steinbrecher (1974) support this viewpoint with the following:

Counselors cannot be expected to accept additional responsibilities if they are not adequately prepared to do so. . . . Counselor training is often limited to skills of counselor-client interaction when it should include consultative skills that will enable counselors to work effectively with other professionals who are also involved with students. . . . Counselors have repeatedly asked for training that is of more practical value. (p. 124)

Perhaps it is time that counselor educators took the time to hear their students' requests. Currently, there is no counselor education program which offers sufficient answers to the needs of our

time. Counselor educators are extremely slow to change programs because of the prevailing traditional attitude of the institutions of higher education. Any change seems to be a result of external pressure. Referring to counselor educators, Meyerling (1964) wrote: "We are basically an uncreative lot. For the most part, we are intellectually lazy, inefficient, ego-centric, and have a real commitment to the maintenance of the status-quo" (p. 41).

Counselor Education Programs

A counselor education program should have concerns for both the students and the institution. One interest might be in helping the counselor improve his/her working relationship with administrators, teachers, psychologists, social workers, and fellow counselors. More importantly, counselor education training must reflect the needs of our society. Current program deficits must be reviewed and the development of new programs should be encouraged. Ideally, this should be done through current program evaluations and follow-up studies.

Competency based education is highly relevant to the field of counselor training. Many existing programs will have to be modified to incorporate this into their system. Training should involve experience in both classroom and community. According to Moore (1977), "Fieldwork placement must be sought within diverse communities, and a wide range of community members must participate in defining the needs of the potential clientele and the nature of the services to

be rendered" (p. 360).

Counselor education programs should strive towards the goal of making the educational experience more realistic and relevant to the student. Aubrey (1972) exposes this shortcoming in our current educational system when he states: "Few counselors appear to have a real grasp of the school as a complex social-political-economic system when they emerge with degrees or certification as school counselors" (p. 19). This is precisely the reason why graduate students need to be involved in some sort of ongoing experience in a "real" work situation. Some institutions offer this as an internship experience. Oftentimes, the practicum class just isn't enough. An internship allows the student to work daily in the school setting and face the fact that "the temporal organization of the school forces many counseling sessions to become catch-as-catch-can affairs" (Aubrey, 1972, p. 19). And, "Time is precious and there is never enough of it during any school day. Time for counselors is transitory, in a constant state of flux, and subject to change at any moment" (Aubrey, 1972, p. 20). This type of experience would help to eliminate the idealistic and unrealistic expectations many counselors hold upon graduation. At a minimum, it would more ably prepare the student to enter the school counselor's "world of work."

Many educators are advocates of school internship programs. The importance of internships is summarized by Hill (1968): "Advancement

in the number and quality of internship constitutes one of the important areas of influence open to local school staffs in the efforts to improve counselor education" (p. 50). Currently, there are large variations regarding facilities, supervision, qualifications, stipends, and ambitions of the interns and individual programs.

Numerous professionals suggest that classes in curriculum development, school guidance, school administration and research should be included in the counselor preparation program. Curriculum development classes are often deleted on the belief that counselors won't have the opportunity to be involved with curriculum change. According to Johnson (1965) this point of view is completely false. She believes that "counselors are in a particularly favorable position to gather information upon which recommendations for curricular revision may be based" (p. 80). Through their activities and through contact with a variety of individuals both within and outside the school, counselors can amass much valuable evidence for curricular revision. It is imperative that counselor educators are aware that such demands are made on counselors to be active in curriculum planning once they are actively employed.

Similarly, counselors are often involved in experimental study and research. A course in research helps alleviate preconceived fears counselors might have about this subject. For many, research is awesome and unapproachable. Obviously, it does take time. Counselors

must be willing to take "an active part in assisting in the design of the instructional program" (Peters, 1962, p. 138). Educational and experimental research is critical to the effective growth of guidance and counseling. This, in itself, should substantiate the need for courses in research.

Individual instructors can improve counselor education programs by the use of guest speakers. These speakers can be drawn from the ranks of the currently employed public school counselors. In this way, counselor education can offer its students a first-hand report about what's happening "out in the field." It might also be wise for counselor educators to make regular visits to the public schools in order to fully experience and understand the new changes and demands of school counseling.

The best summarization regarding counselor education programs is expressed by Wrenn (1965):

The quality of graduate programs in this field depends upon (1) the richness of the total institutional resources and the extent to which they are appreciated and used, (2) the extent to which the graduate faculty involved are professionally qualified for their teaching, advising, and supervisory responsibilities in the program, and (3) a student-faculty ratio for the core faculty in counselor education which permits attention to individual graduate student development and the most effective use of institutional resources in this development. (p. 173)

Curriculum Evaluation

Ideally, counselor preparation programs should employ the "systems approach." Three major components of such a program should

be (a) program goals, (b) flow charts showing individual components and the complete system, and (c) feedback that will contribute to total system efficiency. Similarly, if evaluation is of a major concern, the obvious source of aid in determining what program recipients need, want, and expect is through students, teachers, and administrators.

Evaluation should take place if any of the following four factors exist: (a) evidence that a need to change exists, (b) availability of personnel and time, (c) adequacy of facilities, equipment, materials, and budget to implement the change, and (d) establishment of a climate for change (Johnson, 1968). This will help educators to determine the effectiveness of their counselor preparation programs.

Methods of instruction should also be sensitive to evaluation. This allows for instructional changes if goals aren't being met. Counselor skills and acceptable performance levels must be identified. The overall quality of the counselor education program and its corresponding graduates must be assessed. Moore (1977) sums up the current state of curriculum evaluation and what it demands of counselor educators when he states: "Finally, a serious commitment to evaluation involves an effort to assess training faculty members effectiveness, regardless of tenure, longevity, or rank" (p. 362). The question remains as to whether or not counselor educators are willing to take such a risk. Future actions will ultimately determine the answer.

Summary

Counselor roles are influenced by the individual perceptions of administrators, teachers, and counselors. Counselor education programs need to improve the image and role of the counselor in order to increase counselor effectiveness. Better communication between professional counselor organizations and accreditation agencies can heighten the professional status of counselors. Professional organizations such as the APGA, ACES, and ASCA have standards which desperately need support from national, state, regional, and local agencies. Accreditation policies and certification standards need modification at the state and national level to help eliminate the numerous incongruencies of the system. Ultimately, the counselor education programs will be influenced by such action. Curriculum evaluation will again demonstrate its usefulness. Finally, the importance of the total system feedback will be evident. Review procedures are the key to progressive change. Thus, we must be optimists in our belief that it is never too late to implement beneficial change procedures. Such an outlook provides numerous opportunities for our educational system to fulfill the current needs of our society.

CHAPTER III

Procedures and Methodology

The problem of this study was to compare the Montana State University guidance and counseling program with 23 other college and university masters' programs for the professional preparation of public school counselors. There was a total of fifteen respondents.

This chapter presents the procedures employed in the conduct of the study. A population description is offered as well as an outline of the categories of investigation. Methods of data collection and organization of the data will be noted. Likewise, the procedures for the analysis of data are presented. Precautions taken for accuracy are mentioned. Finally, the chapter is summarized.

Population Description

This study dealt with two populations. The first population involved the Montana State University guidance and counseling program. Specifically, the researcher was concerned with the curriculum and program which leads to a master's degree in this field.

The second population involved selected colleges and universities within the Rocky Mountain region. The study was limited to this group for four reasons:

1. Montana State University is one of the institutions of higher education with the Rocky Mountain region.

2. Most of the students involved in the Montana State University guidance and counseling program originate from this region.

3. Montana State University is concerned with the program development of other universities and colleges in this region.

4. The cost to the researcher prohibited a more extensive population.

The institutions singled out for inclusion in the study also offer masters' degrees in counseling and guidance for public school counselors. Only those institutions which offer such a degree were considered part of the population surveyed. In addition, they are at a comparable national academic level in relation to Montana State University.

Categories of Investigation

The major emphasis of this study was to compare selected college and university masters' programs for the professional preparation of public school counselors with the existing Montana State University program. It was important to find out what practices are currently followed in counselor preparation programs. This has a real impact regarding implications for the improvement of such programs.

Categories of investigation demonstrating importance to the study follow.

Admission standards. (a) How do admission standards compare among the universities involved in the study? (b) What are the

standards used in selection of students admitted to counselor preparation programs?

Current course offerings. (a) What are the courses offered? (b) Can they be categorized under general area headings? (c) Are provisions made for internships?

Course objectives. (a) What are the course objectives of the counseling classes offered at each institution? (b) Are course objectives similar among the colleges?

Program goals. (a) What are the overall program goals at each university? (b) Which academic departments offer the master's degree in guidance and counseling?

Graduation requirements. (a) What are the graduation requirements at each institution? (b) What degrees are granted to those students completing the program?

Continuity. Is there any continuity between the colleges and universities participating in the study?

Comparisons. How does the Montana State University guidance and counseling program compare with other university counselor preparation programs within the Rocky Mountain region?

Method of Collecting Data

A letter requesting specific information was mailed to the 23 selected colleges and universities within the Rocky Mountain region. This involved six states: Colorado, Idaho, Montana, New Mexico,

Utah, and Wyoming. The specific schools contacted were as follows:

Adams State College

*Colorado State University

*University of Colorado at Boulder

University of Colorado at Colorado Springs

University of Colorado at Denver

*University of Denver

*University of Northern Colorado at Greeley

Western State College of Colorado

*The College of Idaho

*Idaho State University

University of Idaho

*Eastern Montana College

*Northern Montana College

*University of Montana

*Western Montana College

Eastern New Mexico University

*New Mexico State University

*University of New Mexico

Western New Mexico University

*Brigham Young University

*University of Utah

Utah State University

*University of Wyoming

The 15 respondents are marked with an asterisk (*). The names and addresses of Department Chairmen and specific schools within these institutions were obtained from The Counselor Education Directory 1977 Personnel and Programs by Hollis and Wantz.

All schools contacted were asked for the following information relating to their current counseling and guidance programs: (a) admission standards, (b) current course offerings, (c) course objectives, (d) program goals, and (e) graduation requirements. The letter requested each school to cooperate with the researcher's study efforts in order to enhance our existing program and aid in the development of new programs. And, in an attempt to complete a major purpose of the study, each college and university contacted had the option of whether or not they desired to receive a copy of the study results.

After mailing the letter, the researcher allowed approximately six weeks to lapse during which the participants should have had ample time to reply. Then, nonrespondents were contacted by a second letter one and one-half months after the initial mailing. The second letter stressed the same topics as the first letter and hopefully encouraged the remaining colleges and universities to actively participate in the study. Finally, a third attempt to contact a limited number of the nonrespondents was implemented. This took place approximately six months after the mailing of the first letter. The

researcher personally telephoned specific colleges and universities in Montana who had not responded to the two previous letters.

The validity of this study was determined by a number of factors. There was a definite need for a study such as this within the area of counselor preparation. The NCATE report supported this point of view. Many graduate students in counseling and guidance at Montana State University also recognized the need for such a survey. Likewise, the Educational Services Department at Montana State University was in favor of the study and acknowledged its potential value towards program development and updating. Associate Professor Richard Horswill of Montana State University also offered encouragement for the implementation and completion of the study. Thus, the study exhibits validity because of the support and interest of professional counselor educators.

Method of Organizing Data

The data collected as a result of this study was organized into tables to provide for a clearer presentation. There was also a descriptive narrative of the information. Tables showed a comparison of specific courses offered by all of the universities and colleges. Course objectives were also presented. Individual tables reflected the various admission standards and graduation requirements for the institutions. Finally, the various program goals were presented. The visual effect of the table presentations were highly influential and important.

Analysis of Data

The data in this study was presented according to the descriptive realm of analysis. Interpretation was limited to this category because of the nature of the study. There were no analyses of statistical hypotheses. Any major central tendencies were noted. Overall, percentages were utilized in the interpretation of the data received by the researcher. Individual similarities and differences between the individual university and college programs were examined. This was presented in the narrative form and table form. Comparisons in all areas were made.

Specific comparison tables dealt with the following data:

Requirements for admission to counselor preparation programs.

Institutions offering courses according to 13 major core course areas. These include (a) introductory or orientation classes, (b) theories of counseling, (c) individual counseling, (d) group counseling, (e) career development, counseling, and education, (f) vocational counseling, (g) testing, (h) practical application, (i) individual studies, (j) statistics and research, (k) counseling and school administration curriculum, (l) internship, and (m) education and psychology classes.

General program goals of counselor preparation programs.

Academic unit having jurisdiction over counselor preparation programs.

Requirements for graduation from counselor preparation programs.

Degrees granted, major, semester credit hours required of graduates of counselor preparation programs at the master's level.

The previous table titles are selected examples of the comparisons the researcher examined.

Precautions Taken for Accuracy

The researcher did not employ any computer precautions for accuracy. If the researcher had utilized some specific statistical analysis, then this would have become a necessity. The researcher personally took the greatest care in achieving accuracy while working with the data generated by the study. Beyond this, computers and hand calculators could offer no assistance.

Summary

This chapter has attempted to define the populations that were involved in the study and the specific areas of investigation that were examined. The method of data collection and the letters sent to each selected college and university were explained. The institutions selected for participation in the study were identified. Likewise, study respondents were listed.

The content of the letters was also discussed. More specifically, the areas were: admission standards, current course offerings, course objectives, program goals, and graduation requirements. Each college

and university was strongly encouraged to participate in the study for the mutual benefit of program evaluation and revision. Validity of the study was established.

The researcher's method of organizing data was also discussed. Data collected from the study was presented in table form. The descriptive narrative technique was utilized. Finally, the analysis of data and precautions taken for accuracy were mentioned.

CHAPTER IV

Description of the Data

The purpose of this study was to compare the Montana State University guidance and counseling program with selected college and university masters' programs for the professional preparation of public school counselors.

The first letter requesting pertinent information from the 23 selected institutions was sent April 22, 1977. The second letter, reiterating a request for the same information as the first letter, was sent June 10, 1977. A third contact was made by telephone to nonrespondents located in Montana on October 19, 1977. The Montana colleges were contacted a third time because the researcher felt it was vital that all of the selected institutions in Montana reply. Information received between the initial mailing date and October 28, 1977 was used in the study. There were 23 letters mailed--15 colleges and universities responded. This resulted in a 65.2 % return rate. Some of the fifteen colleges responding were deficient regarding specific information requested by the researcher. Therefore, some returns were incomplete in certain areas. Such deficiencies are noted with the individual tables and data description.

Standards for Admission to Counselor Preparation Programs

The individual institutions participating in the study were

asked to submit information pertaining to admission standards for their program in counselor education. Requirements for admission were broadly classified as follows: (a) grade point average, (b) test scores, (c) recommendations, (d) personal interview and/or letter of application, (e) teacher certification, (f) teaching experience, and (g) undergraduate transcripts. The specific categories and results are indicated in Table 1.

The researcher felt that it was significant that six respondents had special admission requirements in addition to the criteria previously listed. The special requirements follow:

1. The University of Northern Colorado at Greeley requires attendance at a pre-admission workshop.
2. The College of Idaho requires taking the Ohio State Psychological Examination.
3. Eastern Montana College requires the Eastern Montana College Comprehensive Entrance Examination.
4. Western Montana College requires the Graduate Essay Examination.
5. Brigham Young University admits students in the fall and summer only.
6. The University of Utah admits students in the autumn and spring only.

Table 1

Requirements for Admission to Counselor Preparation Programs

Requirement for Admission	Number Reporting Requirement ^a		Percent Reporting Requirement
Undergraduate Grade Point Average			
Overall undergraduate average	3.00	7	46.6
Last two years " " average	3.00	4	26.6
Overall undergraduate average	2.50	2	13.3
Overall undergraduate average 2.80 - 3.20		1	6.6
Last two years " " average 2.70 - 2.75		3	20.0
Overall undergraduate average 2.80 - 3.20		1	6.6
Nonrespondents		1	6.6
Test Scores			
Graduate Record Exam required		13	86.6
Miller's Analogy Test required		4	26.6
Graduate Management Admission Test		1	6.6
Miller's Analogy Test recommended		1	6.6
Nonrespondents		0	0

Table 1 (continued)

Requirements for Admission to Counselor Preparation Programs

Requirement for Admission	Number Reporting Requirement ^a	Percent Reporting Requirement
Recommendations		
Minimum of one required	2	13.3
Minimum of three required	7	46.6
Minimum of four required	1	6.6
Nonrespondents	5	33.3
Personal Interview and/or Individual Letter of Application		
Personal interview required	2	13.3
Personal interview not required	4	26.6
Personal interview recommended	2	13.3
Nonrespondents	7	46.6
Letter of application required	6	40.0
Letter of application not required	1	6.6
Nonrespondents	8	53.3
Teacher Certification		
Required	13	86.6

Table 1 (continued)

Requirements for Admission to Counselor Preparation Programs

Requirement for Admission	Number Reporting Requirement ^a	Percent Reporting Requirement
Teacher certification (continued)		
Nonrespondents	2	13.3
Teaching Experience		
Required	2	13.3
Recommended	7	46.6
Nonrespondents	6	40.0
Undergraduate Transcript		
Required	15	100.0
Nonrespondents	0	0

Note: Montana State University Admission Requirements:

Undergraduate Grade Point Average

Last two years 2.75

Test scores

Graduate Record Exam Required

Miller's Analogy Test Recommended

Recommendations Three required

Table 1 (continued)

Requirements for Admission to Counselor Preparation Programs

Note: Montana State University Admission Requirements: (continued)

Personal Interview	Recommended in specific cases
Teaching Certification	Required
Teaching Experience	Recommended
Undergraduate Transcripts	Required

^aColumn cannot be totaled because many colleges and universities made more than one response.

There was no specific explanation why the special requirements are used. Likewise, the available information does not indicate how successful counselor educators are in discouraging unlikely candidates from entering their programs.

Of the fifteen responding institutions, seven of them require an overall undergraduate grade point average of 3.00 on a 4.00 scale. The same number of schools require a minimum of three recommendations with admission applications. This accounts for 46.6% of the responses. And, six colleges need individual letters of application. All institutions required copies of undergraduate transcripts. Likewise, all respondents require the submission of some form of test scores. The Graduate Record Examination was

listed as a requirement by thirteen (86.6%) schools. Teacher certification appears to be highly important to the graduate schools--thirteen required certification for program entrance. Finally, teaching experience is mentioned but only two schools require it. More often, it is highly recommended for applicants.

There are certain admission requirements which display importance for many universities. Some counselor education institutions believe that the admission standards are not as they should be. The implications of the current admission standards are discussed further in Chapter 5.

Current Course Offerings

Information reflecting course offerings was received from all fifteen respondents. Because of the numerous individual courses offered by each institution, the researcher organized the data into 13 major core course areas. Many colleges have each course available but the determining factor was whether or not it was required and/or listed as a departmental core course. Otherwise, the course could only be viewed as an elective. And, electives are optional which means all program graduates did not experience the benefits of such a class.

While interpreting the tables, it must be remembered that classification based on course titles alone may be subject to some

error due to the difficulty of determining precise course content from its title. However, various titles and course descriptions were similar as reported by the responding institutions. For further clarification, a description of the thirteen major core course areas and sample courses for each area is provided.

1. Orientation includes general orientation classes, introduction to guidance, introduction to counseling, and general seminars.

2. Counseling theories includes such courses as theories of counseling and comparative systems of counseling.

3. Individual counseling includes competency development in counseling, and lab experiences in personal appraisal.

4. Group counseling includes courses such as the history and theory of groups, group dynamics lab, and further study in group interaction.

5. Career counseling and education includes theories of career development, and secondary guidance and careers.

6. Vocational counseling includes such courses as vocational education and vocational counseling.

7. Testing includes test evaluation and measurement, personal inventory and interpretation, and individual mental measurement.

8. Practical application includes courses such as counseling practicum, group practicum, and any experiential situations using the application of counseling techniques.

9. Individual studies involves working on individual problems, consultations, and special topics.

10. Statistics and research includes classes such as educational statistics, research design, and work on a professional paper or thesis.

11. Counseling and school administration/curriculum involves the organization and administration of guidance services, general school curriculum, and construction of school curriculum.

12. Internship includes any work involving supervised field experience specified as an "internship" position.

13. Supplementary education and psychology classes includes any other classes or experiences in education or psychology not previously listed.

It was found that all fifteen respondents offered courses in the 13 major areas. All programs provided an opportunity for training in each area even though it wasn't always a specific department requirement. This leaves the decision whether or not to take certain courses with the individual student. Hopefully, the student selects courses which best meet his/her individual needs.

Table 2

Institutional Offerings of Courses According to Thirteen Major
Core Course Areas

Area Course Offering	Departmental or Core Requirement	Percent Reporting Requirement	Highly Recommended Elective	Not Listed as Requirement
1. Orientation	15	100.0	0	0
2. Counseling Theories	15	100.0	0	0
3. Individual Counseling	8	53.3	1	6
4. Group Counseling	11	73.3	0	4
5. Career Counseling and Education	9	60.0	2	4
6. Vocational Counseling	5	33.3	1	9
7. Testing	13	86.6	1	1
8. Practical Application	13	86.6	0	2
9. Individual Studies	0	0	0	15
10. Statistics and Research	13	86.6	0	2
11. Counseling and School Administration/ Curriculum	9	60.0	0	6

Table 2 (continued)

Institutional Offerings of Courses According to Thirteen Major
Core Course Areas

Area Course Offering (continued)	Departmental or Core Requirement (continued)	Percent Reporting Requirement (continued)	Highly Recommended Elective (continued)	Not Listed as Requirement (continued)
12. Internship	1	6.6	4	10
13. Supplementary Education and Psychology Classes	0	0	14	1

Note: Montana State University Area Course Offerings:

- | | |
|--|----------------|
| 1. Orientation | Required |
| 2. Counseling Theories | Required |
| 3. Individual Counseling | Required |
| 4. Group Counseling | Required |
| 5. Career Counseling and Education | Elective |
| 6. Vocational Counseling | Not emphasized |
| 7. Testing | Required |
| 8. Practical Application | Required |
| 9. Individual Studies | Not emphasized |
| 10. Statistics and Research | Required |
| 11. Counseling and School Administration
Curriculum | Required |

Table 2 (continued)

Institutional Offerings of Courses According to Thirteen Major
Core Course Areas

Note: Montana State University Area Course Offerings: (continued)

12. Internship	Not mentioned
13. Supplementary Education and Psychology Classes	Highly recommended

The top ten competency areas were as follows: (first/second) orientation and counseling theories, required by 100% of the respondents; (third) testing, required by 86.6% of the respondents, (fourth and fifth) statistics and research and practical application, required by 86.6% of the respondents; (sixth) group counseling, required by 73.3% of the respondents; (seventh) career counseling and education, required by 60% of the respondents; (eighth) counseling and school administration/curriculum, required by 60% of the respondents; (ninth) individual counseling, required by 53.3% of the respondents; and (tenth) vocational counseling, required by 33.3% of the respondents. Percentage ranking ties were broken according to whether or not a course was also offered as an elective. The most frequently recommended electives were supplementary education and psychology classes.

What curriculum and how much to include in counselor preparation

programs seems to be a problem that all universities face. Obviously, each institution's curriculum tries to reflect their individual counselor education philosophies. This is also reflected in the program goals of the various universities and colleges.

Course Objectives

The University of Denver was the only school which responded with a specific answer referring to course objectives. Six colleges returned information containing course names and their respective descriptions. These schools apparently viewed college catalogue course descriptions as course objectives. Such course descriptions were vague and could not be considered synonymous with course objectives. By definition, course objectives should include both general and specific course purposes. Oftentimes, the specific objectives are identified and clarified by stating learner outcomes in behavioral terms. At any rate, the objectives should involve more than a brief course description.

The remaining eight universities did not have a list of course objectives available, were in the process of revising objectives, or failed to respond to the request for such information. Thus, the researcher's efforts at data collection regarding current course objectives were ineffective. Hence, this deficiency rendered the

researcher incapable of determining any similarities or differences between the various university course objectives.

Program Goals

Each institute reported definite program goals. Some schools listed numerous goals while others mentioned one or two. There were universally common goals. Such goals are listed below in Table 3. Of all the schools, Colorado State University and the University of Wyoming had the most comprehensive statement of goals. They both stressed graduate competency and appropriate behaviors to demonstrate competencies. These goals appear to be closely related to course competencies that each of these institutions might support. For example, one program goal of Colorado State University graduates was to "possess skills in development of the rationale, selection, use and interpretation of career, occupational and world data; he will develop placement skills" (p. 1).

According to Table 3, the most common goal of counselor education programs was further professional preparation in the field of counseling. State certification and proficiency in counselor-client interactions (skills) were the next most important goals. Individual growth and development ranked fourth. Improvement of the decision making process and academic growth were

Table 3

General Program Goals of Counselor Preparation Programs as Reported
By Fifteen Institutions and Montana State University

Most Frequently Designated Program Goals	Number Reporting ^a	Percent Reporting
Further Professional Preparation in the Field of Counseling	14	93.3
Individual Growth and Development	9	60.0
Improve the Decision Making Process	7	46.6
State Certification	10	66.6
Academic Growth	6	40.0
Proficiency in Counselor-Client Interaction (Skills)	10	66.6
Meet APGA and ACES	1	6.6

Note: Montana State University Program Goals:

Further Professional Preparation in the Field of Counseling

Individual Growth and Development

Improve the Decision Making Process

State Certification

Academic Growth

Proficiency in Counselor-Client Interaction (Skills)

Awareness of the APGA Ethical Standards

^aColumn cannot be totaled because many colleges and universities made more than one response.

ranked as fifth and sixth respectively. Meeting American Personnel and Guidance Association and Association for Counselor Education and Supervision standards was listed as the least important program goal. This is somewhat ironical since those professional association standards are currently trying to heighten and improve the professional role of counselors.

Another aspect worthy of consideration is which academic departments offer the master's degree in guidance and counseling. Table 4 deals with this topic and shows the following:

1. The Department/School of Education was most often the division which offered the master's degree in guidance and counseling.
2. The Department of Counselor Education ranked a not-so-close second.
3. Guidance and counseling departments and psychology departments were the next most popular to grant the guidance and counseling degree at the master's level.

It is important to remember that some care must be exercised in the interpretation of Table 4 because it is not always clear whether the reported academic unit was in immediate charge of the program. Similarly, some schools and departments responded more than once.

Table 4

Academic Unit Having Jurisdiction Over Counselor Preparation Programs

Department, Division or School Offering Degree	Number of Institutions Reporting ^a	Percent of Total Reporting
Department/School of Education	8	53.3
Guidance and Counseling	2	13.3
Department of Psychology	2	13.3
Department of Counselor Education	3	20.0
Habilitative Services	1	6.6
Vo-Tech	1	6.6

Note: Montana State University:

The Master of Education degree is granted through the
Department of Educational Services under the supervision
of the College of Education.

^aColumn cannot be totaled because some respondents offer counselor
education programs through more than one department.

Graduation Requirements

In order to assemble data on this aspect of counselor education
programs the most common factors were studied. As is true of most
graduate schools in the nation, this study reflects the popular

graduation requirement of a 3.00 grade point average. All schools surveyed required the completion of written comprehensive exams. To the researcher's surprise, four schools required oral exams for masters' candidates. Likewise, only three schools (20%) require a thesis or professional paper. In 40% of the schools the paper is optional. And, the most common credit requirements for graduation were as follows: (a) 45 quarter hours by 26.6% of the study respondents, and (b) 30 semester hours by 20% of the study respondents. Table 5 reflects the complete study results regarding this particular topic.

Another important area of research involved the specific degrees granted to those students completing the education program. Table 6 displays the specific results of the study.

Apparently, the Master of Arts degree in counseling and guidance was most frequently awarded to counselor education graduates. This accounted for 40% of the degrees awarded. The Master of Education degree was granted by 20% of the programs. Then, the Master of Science degree in School Counseling and the Master of Education degree in Pupil/Student Personnel accounted for 13.3% (each) of the responses. Another interesting aspect of Table 6 is the variety of degrees awarded and the numerous majors available to those seeking a Master's Degree in Counseling and Guidance with a School Option.

Table 5

Requirements for Graduation from Counselor Preparation Programs

Requirements for Graduation	Number Reporting Requirement ^a	Percent Reporting Requirement
Grade Point Average - 3.00	12	80.0
Nonrespondents	3	20.0
Completion of Written Comprehensive Exams	15	100.0
Completion of Oral Exams	4	26.6
Thesis or Professional Paper		
Required	3	20.0
Optional	6	40.0
Not Required	4	26.6
Nonrespondents	2	13.3
Minimum Number of Credits		
Quarter		
45	4	26.6
53	1	6.6
54	1	6.6
62	1	6.6

Table 5 (continued)

Requirements for Graduation from Counselor Preparation Programs

Requirements for Graduation (continued)	Number Reporting Requirement ^a (continued)	Percent Reporting Requirement (continued)
Minimum Number of Credits (continued)		
Semester		
30	3	20.0
33	1	6.6
34	1	6.6
36	1	6.6
38	1	6.6
39	1	6.6

Note: Montana State University Requirements for Graduation:

Grade Point Average - 3.00	Required
Written Comprehensive Exam	Required
Professional Paper	Required
Minimum Credits in Quarter Hours	54

^aColumn cannot be totaled because each area did not demand a response from every study participant.

Table 6

Degree Granted, Major, Semester/Credit Hours Required of Graduates
of Counselor Preparation Programs at the Master's Level

Degree Granted	Major	Minimum Hours Required (Semester-Quarter)	Number Reporting ^a	Percent Reporting
Master of Arts	Counseling and Guidance	30,33,36,38 sem. 45,62 qtr.	6	40.0
Master of Arts	Secondary and Jr. College Counseling	72 qtr.	1	6.6
Master of Arts	Elementary School Counselor	72 qtr.	1	6.6
Master of Arts	Counselor Education	40 sem.	1	6.6
Master of Arts	School Counseling	53 qtr.	1	6.6
Master of Arts	Counseling	30 sem.	1	6.6
Master of Science	School Counseling	48,53 qtr.	2	13.3
Master of Science	Career Guidance	54 qtr.	1	6.6
Master of Education	Counseling and Guidance	30,34,34 sem.	3	20.0

Table 6 (continued)

Degree Granted, Major, Semester/Credit Hours Required of Graduates
of Counselor Preparation Programs at the Master's Level

Degree Granted	Major	Minimum Hours Required (Semester-Quarter)	Number Reporting ^a	Percent Reporting
Master of Education	Pupil/Student Personnel	34 sem. 54 qtr.	2	13.3
Master of Education	Counseling Endorsement	45-54 qtr.	1	6.6
Master of Education	Counselor Education	39 sem.	1	6.6
Master of Education	School Counseling	53 qtr.	1	6.6
Master of Education	Counseling	32 sem.	1	6.6

Note: Montana State University offers the Master of Education degree in Guidance and Counseling, minimum requirement for graduation is 54 quarter hours.

^aSome institutions grant more than one degree. Therefore, the column cannot be totaled.

Summary

Chapter 4 presented a description of the data received from

fifteen colleges and universities within the Rocky Mountain region. This accounted for a 65.2% return rate of those institutions selected for inclusion in the study.

The information received from the higher education institutions was presented in table form. The researcher also used the descriptive form of narration to aid in data interpretation.

Five major areas of research were discussed. The first table was concerned with admission standards for counselor preparation programs. Forty-six point six percent of the respondents required an overall undergraduate minimum grade point average of 3.00. Of the schools selected, 86.6% required a GRE score and teacher certification prior to admission. Again, 46.6% required a minimum of three recommendations and also recommended prior teaching experience. One hundred percent of the colleges demanded copies of undergraduate transcripts.

Current course offerings were presented according to the 13 major core course areas. The major core course areas were (a) orientation and counseling theories (first/second), required by 100% of the colleges, (b) testing (third), required by 86.6% of the colleges; (c) statistics and research and practical applications (fourth and fifth) required by 86.6% of the colleges; (d) group counseling (sixth), required by 73.3% of the colleges;

(e) career counseling and education (seventh), required by 60% of the colleges; and (f) counseling and school administration/curriculum (eighth), required by 60% of the colleges.

Then, course objectives were discussed. The return rate of this section was both minimal and inaccurate. The researcher's data collection efforts were ineffective and this provided an insurmountable obstacle for accurate data interpretation.

Program goals represented the fourth area of research concentration. Of the university respondents, 93.3% rated further professional preparation in the field of counseling as a primary program goal. Next, 66.6% of the schools mentioned state certification and increased proficiency in counselor-client interactions (skills) as a major goal. Sixty percent mentioned individual growth and development. Worthy of noting is the curious response that only one college was concerned with meeting current APGA and ACES standards. Finally, the Department/School of Education offers the master's degree most often, 53.3% of the time. The Department of Counselor Education was ranked second with a rating of 20%.

The fifth area of research was centered around graduation requirements. This also involved another sub-area concerned with the type of degree granted and major offered. The most common requirements for graduation were: (a) 3.00 GPA (80% of the

institutions responding, (b) completion of written comprehensive exams (100% of the institutions responding), (c) thesis or professional paper optional (40% of the institutions responding), and (d) minimum number of credits of 30 semester hours (20%) and 45 quarter hours (26.6%).

The most common degree awarded was the Master of Arts in Counseling and Guidance accounting for 40% of the respondents. The Master of Education in Counseling and Guidance with 20% was ranked second. Further summarization of the study findings occurs in Chapter 5.

CHAPTER V

Summary, Conclusions, and Recommendations

This study was concerned with the quality of counselor preparation programs. The Montana State University guidance and counseling program was compared with fifteen other college and university Masters' programs for the professional preparation of public school counselors. However, disagreements over curriculum content, admission standards, graduation requirements, and course objectives has developed over the years.

There are numerous factors which have an influence on counselor education programs. A review of related literature reveals such factors. Some educators stress experiential learning while others are in favor of a theoretical based education. Overall, counselor training should reflect the needs of our society.

In light of this, the study was undertaken. Chapter 1 emphasized the basic philosophical concept of America's educational system. Curriculum evaluation is recognized as a valuable indicator for educators. It allows for program assessment of immediate and future program goals. This can only lead to the elimination of the discrepancies that exist in counselor preparation methods.

The study reviewed the gap that exists between what counselors are prepared to do and what they actually do once employed. The perceptions of administrators, teachers, and counselors reflect this discrepancy. Montana State University education graduate students,

the Montana State University counselor education staff, and the National Council for Accreditation of Teacher Education all exhibited more than a passing interest in this problem.

The study procedures and methodology were described. Two letters requesting specific information and cooperation were mailed to 23 selected institutions in the Rocky Mountain region. Categories of investigation centered around finding out what practices are currently followed in counselor preparation programs. Admission standards, course offerings, course objectives, program goals and graduation requirements were researched. A final phone call was made to the remaining nonrespondents, within the State of Montana, to encourage their participation in the study. The data was organized into tables and accompanied by a descriptive narrative of the information. Major central tendencies and percentages were noted. The researcher personally took the greatest care in achieving accuracy while working with the data generated by the study.

The review of literature chapter dealt with the many specifics which exerted an influence on counselor education programs. Counselor roles were examined. Likewise, ideal counselor roles as expressed by professional counselor organizations were presented. The American Personnel and Guidance Association, the Association for Counselor Education and Supervision, and the American School Counselor Association standards were especially interesting. These associations are in

favor of an upgrading of professionalism and standardization of counselor roles. They support specific standards for the minimum preparation of counselors. Moreover, they encourage total cooperation between educational institutions, accrediting agencies, and state certification boards. Ultimately, national standards should be implemented.

Accreditation and certification standards from various states in the Rocky Mountain area were discussed. The influence of such organizations upon counselor education programs are discussed. Curriculum evaluation is encouraged. All of these factors set the stage for the re-evaluation of the counseling and guidance program at Montana State University.

Chapter 4 dealt with a description of the study data. Examination of the descriptive and table data presented a picture of the average counselor preparation program. Typical admission standards require a 3.00 grade point average, Graduate Record Exam scores, three recommendation, transcripts, and previous teacher certification. Teaching experience is highly recommended but not required at most universities and colleges. Montana State University shares the same admission standards and mirrors the study results regarding admission standards. No reference was made concerning prerequisite preparation in psychology, sociology, economics, and education.

Current course offerings from all the responding universities and colleges were also presented. There appeared to be considerable agreement among counselor education institutions as to the basic competency or core course areas in which public school counselors are trained. Nine out of thirteen areas were represented as departmental or core curriculum requirements. This accounted for percentage rankings of 53.3 to 100. Essentially, this means that only four core areas, out of thirteen, were rated as minimally important to overall counselor education programs. The counselor training programs seemed to be fairly well diversified. The program at Montana State University stressed the same nine core areas as the study results exhibited. However, vocational counseling was an area that the Montana State program failed to emphasize. In this day and age, such an oversight could be considered a gross deficiency. Vocational education is steadily growing in popularity and counselors should be familiar with this area.

General program goals were compiled from the researcher's efforts. Further professional preparation in the field of counseling was the most frequently designated goal. State certification, proficiency in counselor-client interaction (skills), and individual growth and development were also highly emphasized. Once again, Montana State University reiterated the six most common goals of counselor education programs.

The Department and/or School of Education is the most common division to exercise jurisdiction over counselor preparation programs. This is the same school which offers the counseling and guidance program at Montana State University. The Department of Counselor Education ranked second in jurisdiction over such programs.

Then, graduation requirements were examined. According to the data, the average requirements were as follows: (a) 3.00 grade point average, (b) completion of written comprehensive exams, (c) minimum number of credits for graduation--45 quarter hours or 30 semester hours, and (d) an optional thesis or professional paper dependent upon program choice and number of credits completed. The graduation requirements at Montana State University were slightly more difficult than the average reflected by the study results. The grade point average and written comprehensive exam requirements were the same. But, Montana State University requires 54 quarter hours of credit for graduation and a professional paper. This reveals a difference of nine quarter credit hours. However, one institution requires a minimum of 62 quarter hours. Another school requires 39 semester hours. Similarly, only 20.0% of the study respondents required a professional paper or thesis compared to 40.0% who have optional plans. A definite 26.6% do not require a paper. Thus, it appears that Montana State University is a minority in adhering to the professional paper requirement.

Finally, various degrees granted, specific majors, and semester credit hour requirements of graduates of counselor preparation programs at the master's level were tabulated. The Master of Arts degree in Counseling and Guidance ranked number one with 40.0% of the respondents offering the degree. The credit requirements were: 30 to 38 semester hours or 45 to 62 quarter hours. The Master of Education degree in Counseling and Guidance ranked second with a 20.0% status. Montana State University can be grouped with the 20.0% who are ranked second since this is the same degree and major offered under the School of Education at Montana State University.

The responsibility of curriculum revision and improvement rests with each institution of higher education. Counselor education programs produce graduates who serve the American people through the public schools. There should be a moral responsibility for American colleges and universities to offer the best educational programs possible. Total professional improvement should be rewarded. Perhaps Willis E. Duggan (1963) summarized the current state of educational institutions when he wrote:

The single most critical issue that faces our profession in the next decade is the achievement of quality--quality in counselor preparation, standards in state certification and the guarantee of competence for school counselors on-the-job. (p. 100)

Conclusion

The study results enabled the researcher to answer some specific questions concerning the categories of investigation mentioned in Chapter 3. The areas deserving review follow.

Admission standards. (a) Admission standards between the universities involved in the study were extremely similar. However, many colleges are currently exploring new criteria available as admission determinants. These are intended to supplement the existing admission standards. Apparently, educators are seeking to collect further concrete evidence that will more effectively determine a person's counseling aptitude prior to actual training. Some institutions advocate the use of personal interviews. Institutions which require personal interviews should be commended for their efforts towards the improvement of admission standards.

(b) The standards used in selection of students admitted to the counselor preparation programs are mentioned in the Chapter 5 summary as well as in Chapter 4's description of the data. The admission requirement of previous teaching experience has lost importance according to current admission standards of those participating in the study.

Current course offerings. (a,b) The courses offered as well as general area categorizations are mentioned in this chapter's summary

and in Chapter 4. Overall, the course area categorizations were very effective and simplified the procedure of program comparison between the participating colleges. The categorization procedure revealed that Montana State University could improve their program by designating as a mandatory requirement the following three course areas: career education, three to six credits; vocational education, a minimum of three credits; and curriculum education, a minimum of six credits. (c) Internships at the master's level are becoming increasingly popular. The emphasis seems to be placed upon practical application of counseling theories. And, the internship experience provides an excellent setting for such an application. Unfortunately, the institutions offering the internship experience are minimal. Those institutions offering internships at the master's level should serve as an inspiration to other colleges and universities.

Course objectives. (a,b) The course objectives of counselor education classes were extremely difficult to ascertain. The general lack of responses in this area of investigation left the researcher unable to make comparisons. Hence, no conclusions were reached because of the lack of data.

Program goals. Program goals and academic departments offering the Master's degree in Guidance and Counseling are discussed in Chapter 4 and in the summary of Chapter 5. All of the colleges

surveyed and Montana State University shared numerous commonalities in these two areas. There doesn't seem to be any trend to change the existing program goals and/or the specific departments offering the master's degree.

All schools have program goals but some institutions are more specific about voicing and identifying such goals. More institutions should be interested in designating their goals. This is especially important if programs are to reflect state certification standards as well as professional (APGA and ACES) standards.

Graduation requirements. Again, graduation requirements and degrees granted are dealt with in the Chapter 5 summary and in Chapter 4. There are notable differences regarding the title of the degree awarded to students completing the master's program. There was no data available whether or not colleges were going to strive towards unification of such degrees granted. The researcher speculates that no unification program will be implemented.

There is notable discrepancy regarding the thesis or professional paper requirement among the study respondents. The emphasis on fulfilling such a graduation requirement is minimal. An increasing number of schools are producing programs that have optional plans concerning the thesis or professional paper. This allows for a program which is tailored to suit the needs of individual students.

The resulting benefits of such a program are obvious.

Program continuity. There does appear to be an overwhelming continuity between the study respondents and Montana State University. This is reflected throughout all of the areas of investigation.

Overall comparisons. Montana State University offers a relatively comprehensive program leading to the Master of Education in Guidance and Counseling. There are schools which require both higher and lower total credit hours for graduation than Montana State University's fifty-four credit requirement. The program could be improved by increasing the total number of quarter credit hours for graduation to sixty. This would also bring the university closer to meeting the professional standards recommended by the Association for Counselor Education and Supervision.

The researcher's final conclusion deals with the total study return rate. The 65.2% return rate causes one to believe that there is a budding interest in curriculum review and counselor education programs. This particular field of study appears to be wide open.

Recommendations

The study results generously allow that several recommendations be offered. Obviously, additional research would prove valuable.

Specific suggestions are as follows:

1. Proceed with further investigation regarding the job analysis of counselors at work and current trends in this area.
2. Engage in research to determine prevailing public attitudes regarding counselors in the public schools.
3. Produce in-depth studies of alternate and more precise selection techniques of students for admission to counselor education programs.
4. Initiate a study of counselor education placement programs and their effectiveness.
5. Proceed with research to determine the relevance and importance of internships and field experiences for counseling students at the master's level.
6. Engage in studies which will determine the current staffing patterns of counselor education programs.
7. Originate an investigation of the prevailing counselor preparation program course objectives.
8. Inaugurate research which will aid in determining the learning value of written comprehensive examinations. This could be especially valuable since 100% of the study respondents required written comprehensive examinations.
9. Initiate an in-depth study of university student retention

plans.

10. Originate a study to determine the rife of optional educational programs concerning professional paper and/or thesis requirements at the master's level.

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APPENDIX

Listing of Colleges and Universities Selected
for Inclusion in the Study

Colorado

1. Dr. Gordon Golsan
Dept. of Counselor Education
Division of Psychology
Adams State College
Alamosa, Colorado 81102
2. Dr. Edward F. Dash
Dept. of Education
Colorado State University
Fort Collins, Colorado 80523
3. Dr. A. L. Roark
Counselor Education - School of Education
University of Colorado
Boulder, Colorado 80309
4. Dr. Barry K. Weinhold
Guidance and Counseling
University of Colorado
Colorado Springs, Colorado 80907
5. Dr. Bruce Bergland
Guidance and Counseling
University of Colorado
1100 14th St.
Denver, Colorado 80202
6. Dr. Harry Moore
Chairperson for Counselor Education
School of Education
University of Denver
Denver, Colorado 80210
7. Dr. Douglas Stutler
Counseling and Guidance
University of Northern Colorado
Greeley, Colorado 80639

8. Dr. Jerrold T. Hanson
Counselor Education - Division of Education
Western State College of Colorado
Gunnison, Colorado 81230

Idaho

9. Dr. William H. Hedley
Counselor Education - Department of Education
College of Idaho
Caldwell, Idaho 83605
10. Dr. Arthur P. Lloyd
Dept. Chairman - Counselor Education
Box 8059
Idaho State University
Pocatello, Idaho 83209
11. Dr. O. E. Kjos
Professor, Guidance and Counseling
Dept. of Education
University of Idaho
Moscow, Idaho 83843

Montana

12. Dr. John M. Dodd
Director - Institute of Habilitative Services
Special Education Building
Eastern Montana College
Billings, Montana 59101
13. Dr. R. K. Horswill
Coordinator - Counselor Education
Montana State University
Bozeman, Montana 59717
14. Dr. A. W. Korb
Dept. of Vocational-Technical
Northern Montana College
Havre, Montana 59501

15. Dr. William G. Stoner
Professor of Education
School of Education
University of Montana
Missoula, Montana 59801
16. Dr. Alan Zetler
Director - Graduate Studies - Dean of Education
Department of Education
Western Montana College
Dillon, Montana 59725

New Mexico

17. Dr. Ben Luck
Department Head - Counselor Education
Department of Education - Technology
Eastern New Mexico University
Portales, New Mexico 88130
18. Dr. Richard R. DeBlassie
Professor and Head
New Mexico State University
Box 3AC
Las Cruces, New Mexico 88003
19. Dr. Wayne R. Maes
Chairperson, Dept. of Guidance and Counseling
University of New Mexico
Albuquerque, New Mexico 87131
20. Western New Mexico University
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22. Dr. Claude W. Grant
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23. Dr. E. Wayne Wright
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24. Dr. Arden White
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COLLEGE OF EDUCATION

DEPARTMENT OF EDUCATIONAL SERVICES

MONTANA STATE UNIVERSITY, BOZEMAN 59715

March 29, 1977

Dr. Earl N. Ringo, Dean
 College of Education
 Montana State University
 Bozeman, MT 59715

Dear Dr. Ringo:

This letter contains the recommendations of the Graduate Counseling students (see attached sheet) concerning the Guidance and Counseling faculty, reorganization of the Educational Services Department, lack of funds within that department, and interdepartmental communication.

The graduate students recognize the Guidance and Counseling faculty as being knowledgeable and well qualified. The faculty appears to have established rapport with a variety of community agencies which reflects favorably upon the department. However, we feel that faculty members could be more fully utilized and available to the students. There are approximately 25 graduate students in Guidance and Counseling but only 4 faculty members, none of whom is full time, i.e., teaching full time. Because of faculty obligations to Testing and Counseling Services, student-faculty contact is limited for the Counseling students. Possibly, other campus-wide student services could be more fully utilized to release the faculty, to some degree, for more teaching. For example, all faculty advisors could assume more responsibility in assisting students in making occupational/vocational choices and aid the students in planning better study habits, etc. The advisors could also inform students of other areas of assistance, such as Student Special Services for career counseling, the Health Center Services for mental/emotional problems, and interested and qualified staff from the Social Work Department. An increase of faculty in Guidance and Counseling is what is most desired by the Graduate Counseling students.

While the present Counseling program is meeting the basic needs of most counseling students, some changes could expand the curriculum to meet a rapidly increasing field. The large number of graduate students in Counseling and the need for more faculty indicates that Guidance and Counseling could

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Dr. Earl Ringo

become a department of its own. Under Educational Services, the Counseling program is oriented toward school counselors. While a non-school option is available, there is little difference in the requirements between the school and non-school option. With many students interested in family, marriage, life-style, community, and group counseling, there is a need to reorient the Counseling program. This could be done by increasing the present four quarter program to six quarters and making available more options, such as: a research paper; a professional paper; a grant writing option; or, an additional credits option. The two additional quarters would allow for more classes in counseling theories and techniques, a class in grant writing, and more individual and group practicum classes, to name a few possibilities. Many students feel the personal experience as a client in counseling should be a requirement for graduation. Those students in Education desiring to become school counselors could participate in the Counseling program to the extent they meet the requirements set by the College of Education.

The courses presently used in the minor area in the Counseling program are selected from Family Life Sciences, Psychology, Sociology, and Education. Because some students hold degrees in Psychology and Sociology, they feel limited in selecting a minor area. Students could choose a minor program from other areas not presently included, such as Philosophy and Religion. The purpose would be to develop a minor program that would broaden and enhance the career goals of each individual Counseling student.

The present Counseling program provides some video taping experiences in order to improve the student counselor's skills. It is an invaluable learning technique, but apparently, due to lack of funds, equipment is limited. There seems to be little money for guest lecturers, films, workshops, etc. These experiences enrich our education and at the same time, enhance the reputation of the college. We feel you share our desire for more of the basics of a good education.

One final recommendation would be for more interdepartmental communication. Information concerning courses, films, lecturers, and workshops sponsored by other departments, that would be of interest to the Counseling students, could be posted on a central bulletin board. There is a need to make relevant information more accessible to the students.

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Dr. Earl Ringo

These recommendations are made with a desire to increase and enhance our educational experiences. It is hoped they will receive your serious consideration and action.

Sincerely,

Graduate Students
Guidance and Counseling

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Enclosure

cc: NCATE Board
Henry L. Parsons
Richard K. Horswill



COLLEGE OF EDUCATION

DEPARTMENT OF EDUCATIONAL SERVICES

MONTANA STATE UNIVERSITY, BOZEMAN 59715

April 22, 1977

Dear Fellow Educator:

In cooperation with the Educational Services Department at Montana State University, I am conducting a survey of Masters Degree programs designed to prepare counselor personnel in both the school and non-school options. The results of this study will be used to enhance our existing program and to aid in the development of new programs.

Program evaluation is, as you know, an essential factor in implementing changes and developing necessary improvement. You are in a position to furnish expert appraisal of established objectives and current course offerings at your institution, as well as suggestions for program improvement. Specifically, I would appreciate information about your counseling program regarding:

- 1) admission standards, 2) current course offerings, 3) course objectives, 4) program goals, and 5) graduation requirements. Handbooks and brochures would be helpful in addition to your specific comments.

If you would like a copy of the study results please fill out the form below and return it with the material I have requested.

It is extremely important for the study to have a 100% return. Therefore, your cooperation cannot be emphasized enough. Thank you for your time in supplying the necessary information.

Sincerely,

Betty Ann Klass
Graduate Teaching Assistant

Your Name (please print) _____

Name of University _____

____ Yes, I would like a copy of the study results.



COLLEGE OF EDUCATION

DEPARTMENT OF EDUCATIONAL SERVICES

MONTANA STATE UNIVERSITY, BOZEMAN 59715

June 10, 1977

Dear Fellow Educator:

I mailed you a letter on April 12, 1977 requesting your participation in a survey that I am conducting. Due to the nature of the study, your participation is necessary. To refresh your memory, the survey deals with Masters Degree programs designed to prepare counselor personnel in both the school and non-school options. The results will be used to enhance our existing program and to aid in the development of new programs.

I would appreciate it if you would send me information about your counseling program regarding: 1) admission standards, 2) current course offerings, 3) course objectives, 4) program goals, and 5) graduation requirements. Some handbooks and/or brochures would also be helpful.

If you would like a copy of the study results please fill out the form below and return it with the material I have requested.

Once again, I want to emphasize the importance of a 100% study return. Please try to send me the requested material before the end of June. Thank you for your time and cooperation.

Sincerely,

Betty Ann Klass
Graduate Teaching Assistant

Your Name (please print) _____

Name of University _____

_____ Yes, I would like a copy of the study results.