The University System of Georgia

Proposal for A New Degree Program

Institution: University of Georgia

Date: February 15, 2003

School/Division: Not applicable

Department: Educational Psychology

Degree: Ph.D.

Major: School Psychology

CIP Code:

Starting Date: August 1, 2004

Department Head: Dr. Randy Kamphaus   _____ Date _____

Dean of College: Dr. Louis Castenell   _____ Date 10/4/04

Dean of Graduate School: Dr. Maureen Grasso   _____ Date 1/18/06

1. Program Abstract

For more than 30 years there has been a School Psychology specialization offered within the Department of Educational Psychology and Instructional Technology at the University of Georgia that prepares doctoral-level professionals. Since 1983, the American Psychology Association has accredited the School Psychology specialization as a training program for psychological professionals who work in schools. Students who receive training as doctoral-level School Psychologists currently earn a Ph.D. in Educational Psychology, with a specialization in School Psychology. The purpose of this application is to create a new major in School Psychology under the Ph.D. Thus, students receiving specialized instruction in the field of School Psychology would earn a Ph.D. in School Psychology instead of a Ph.D. in Educational Psychology.

There are currently 38 students in the School Psychology specialization area. The specialization faculty currently consists of three full-time faculty members down from five (one faculty member left the University and has not been replaced due to budgetary issues at the System level and one has retired). A search for a fourth faculty member is underway.

2. Objectives of the program

The objectives of the School Psychology specialization have been, and the objectives of the new major will be, to train a cadre of leaders in the application of psychological principles to the school enterprise, as well as to train leaders who apply psychological knowledge toward fostering the optimal development of children in other settings. These leaders are prepared to work in public and private schools, clinics, hospitals, and other agencies that work with children with behavioral and learning problems.

The School Psychology website describes the goals of the training program as follows:

"The doctoral school psychology program at UGA is designed to produce clinically skilled scientists who, whether engaged in scholarship or service, perform all of their duties in a manner consistent with accepted scientific principles and competencies. Principles of theory, science, and practice represent the three core competencies that are acquired by students during their program of study. These core competencies are developed by students through their explication in five major "content" areas: child and adolescent development, ecological systems, abnormal psychology, appraisal, and intervention/prevention. Content area knowledge and competencies are systematically developed through participation in coursework, practica, seminar, research team, and informal interactions with faculty, clients, supervisors, colleagues in other disciplines and other students."

3. Justification and need for the degree

The faculty members in School Psychology wish to seek a new major for the graduates of the training program for three primary reasons. First, we are seeking a change in the name of the degree our students obtain to more accurately reflect the relationship of the program to licensure and certification areas.

Second, the current major designation does not allow the training program, the department, or the college to obtain funds from tuition revenues that can be earmarked for clinical training since Educational Psychology is a disciplinary title, not a title designating a clinical degree. If our students received a Ph.D. in School Psychology, enhanced tuition revenues could be obtained in recognition of the extensive costs of training clinical personnel.

Third, our students are almost unanimous in support of this new degree application. In interviews they indicated that the name would more appropriately identify the training they received, and enhance credentialing and job opportunities.

a. Relation of the new degree to societal need

There is a shortage of school psychologists in Georgia and in the nation. Any factor, even a small one like the name on a degree, that impedes progress of students in obtaining credentialing (certification, licensure) may make it more difficult for students to obtain employment and meet these societal needs. Further, the confusion over the degree creates unneeded administrative costs in order to clarify the nature of the student's training.

The costs of training clinical personnel remain high. With this new degree, the University of Georgia School Psychology training program can seek increases in tuition that will help defray some of these costs.

b. Student demand for training in School Psychology

The School Psychology specialization is in high demand, and since 1990 applications for the doctoral specialization have ranged from 48 to 83 per year. The entering class has been limited to 6 to 10 students during this period (in Fall 2004, the entering class was 7 doctoral students). Thus, there are approximately 9 students applying for every one student accepted. Of the 38 students enrolled at present, about 40% come from the State of Georgia, with the bulk of the remaining students coming from the southern, middle Atlantic, and northeastern U.S. In each class, one foreign student is admitted. During the past decade we have had students from Bermuda and other Caribbean countries, Croatia, France, Korea, The Peoples Republic of China, and Colombia.

The inclusion of international students in our training program is consistent with the international priorities of the University of Georgia. This not only enhances the ability of the individuals to support child development in schools and other institutions in their country, but greatly enhances the international understanding of the domestic students.

c. Additional factors that make the major in School Psychology desirable

The University of Georgia School Psychology training program is the flagship training program for doctoral level school psychologists in the State of Georgia. It is also one of the most highly rated training programs in the country.

The School Psychology specialization has a long track record of excellence. For the past ten years, the training program has consistently been ranked as one of the top 10 school psychology training programs in the country. In a recently published survey, Little (1997) reported that the University of Georgia's School Psychology training program ranked #1 in the nation in terms of the scholarly contributions to the scientific literature of the faculty and students. Graduates of the training program published in the school psychology literature at a rate 26% higher than the number two ranked university (Indiana). Two of the faculty (one has recently retired) have served as presidents of Division 16 (School Psychology Division) of the American Psychological Association. An alumnus of the training program currently serves in that role. One faculty member has been awarded the Distinguished Service Award from this same organization. The School Psychology faculty have also developed some of the most important technology used by school psychologists in the world. One current member and an alumnus of the training program have authored a measure of behavior of children that is now the most widely used such measure in the U.S., and is widely used around the world.

One of the prevailing themes in higher education relates to the diminished support of the state for the activities of universities and colleges. This requires that faculty enhance state funds through grant support for service and research activities, or through income-generating service activities that link service and training. In both of these categories, the School Psychology training program at the University of Georgia has made substantial contributions. During the past ten years, faculty in school psychology have been funded by the National Institutes of Mental Health, the Department of Education, and the Centers for Disease Control (25% of one senior faculty member's compensation). Further, the Department runs a psychoeducational clinic and an autism clinic that provide much-needed services to the community, train advanced graduate students in providing services to the community, and generate in excess of $15,000 per year.

d. Supportive statements of consultants (not applicable)

e. List all public and private institutions in the state offering similar programs

Only two universities in Georgia offer the Ph.D. or any doctoral degree in school psychology: Georgia State and the University of Georgia. Three universities offer the educational specialist (Ed.S.) degree in School Psychology: Georgia Southern, Valdosta State, and Georgia State.

The functions of trainees at the doctoral level and at the Ed.S. level tend to be somewhat different. Ed.S. graduates work almost exclusively in public schools. Ph.D.-level graduates assume leadership positions in schools, but also contribute to work in public and private clinics and hospitals, and as university trainers.

4. Describe the process by which the institution developed the proposed program

Current records indicate that the School Psychology training program began in 1968. Its growth was spurred by growth in similar training programs in the United States, particularly at this time in the southern and border states. Such training programs had existed in the upper mid-western U.S. and in the northeast for approximately two decades prior to that time. A major step in the development of the specialization took place in 1983, when it sought and received accreditation by the American Psychological Association as a training site for professional psychologists. It grew during its development from a faculty of one to a faculty of 5.5 in the early 1990's. The current faculty consists of three full-time faculty with one faculty search underway.

Discussions concerning this proposal were initiated by the students in the School Psychology training program who wished to have a degree that more appropriately reflected their specialty training. After surveying students, it became apparent that the overwhelming majority of students supported this new major. Further, the alumni newsletter for the School Psychology training program outlined some of the issues and asked for alumni input, but few responded. Those few who responded voiced approval of the proposal. Finally, faculty in the training program were in favor of the proposal, given that a Ph.D. in School Psychology would be helpful in clarifying the nature of our students' training with certification and licensure boards.

5. Curriculum: List the entire course of study required.

Below is the articulated curriculum of the School Psychology training program.

Year	Fall	Spring	Summer
1	(3 hrs) EPSY 6010 Foundations of Human Development for Education (3 hrs) EPSY 8160 Special Topics in Educational Psychology (3 hrs) EPSY 7100 Individual Assessment of Development (3 hrs) ERSH 8310 Applied Analysis of Variance Methods in Education	(3 hrs) EPSY 7200 Diagnosis of Social-Emotional Behavior in Education (3 hrs) EPSY 7320 Individual Psycho-educational Intervention (3 hrs) ERSH 8320 Applied Correlation and Regression Methods in Education (3 hrs) EPSY 9620 - Professional Practice of Psychology in Education	(3 hrs) EPSY 8720 Practicum in School Psychology (3 hrs) Educational Curriculum Elective
2	(3 hrs) EPSY 8720 Practicum in School Psychology (3hrs) PSYC 6180 History of Psychology or PSYC 6930 Systems of Psychology (1 hr) EPSY 8990 Doctoral Seminar in Educational Psychology (3 hrs) PSYC 6130	(3 hrs) EPSY 8720 Practicum in School Psychology (3 hrs) EPSY 7300 Master's Thesis (1 hr) EPSY 8990 Doctoral Seminar in Educational Psychology (3 hrs) EPSY 6800 Foundations of Cognition for Education or	(3 hrs) EPSY 8720 Practicum in School Psychology (3 hrs) Educational Administration Elective

	Biological Foundations of Behavior	6060 Foundations of Motivation for Education	
3	(3 hrs) EPSY 7310 Consultation Processes in Educational Settings (3 hrs) ERSH 8610 Educational Measurement Theory (3 hrs) EPSY 8720 Practicum in School Psychology (1 hr) EPSY 8990 Doctoral Seminar in Educational Psychology Written comps exam	(3 hrs) EPSY 8340 Child Neuropsychology (or equivalent) (3 hrs) EPSY 8720 Practicum in School Psychology (3 hrs) ERSH Statistics course elective (1 hr) EPSY 8990 Doctoral Seminar in Educational Psychology	
4	(3 hrs) Minor course elective (3 hrs) EPSY 9000 Doctoral Research (1 hr) EPSY 8990 Doctoral Seminar in Educational Psychology	(3 hrs) Minor course elective (3 hrs) EPSY 9300 Doctoral Dissertation (1 hr) EPSY 8990 Doctoral Seminar in Educational Psychology	
5	(6 hrs) EPSY 9720 Advanced Internship in School Psychology	(6 hrs) EPSY 9720 Advanced Internship in School Psychology	(6 hrs) EPSY 9720 Advanced Internship in School Psychology

6. Inventory of Faculty directly involved

The faculty of the School Psychology specialization within Educational Psychology consists of four members. The same faculty will be involved in the new major:

        Dr. Jonathan Campbell, Ph.D., The University of Memphis, 2000
                Area of Study: Child Clinical Psychology
        Dr. Michele Lease, Ph.D., University of Illinois, 1994
                Area of Study: Child Clinical Psychology
        Dr. Randy Kamphaus, Ph.D., University of Georgia, 1983
                Area of Study: School Psychology
        Dr. Roy P. Martin, Ph.D., Professor Emeritus as of June, 2005, University of Texas, 1970
                Area of Study: School Psychology

We currently also employ one part-time faculty member to supervise some aspects of practicum:

        Dr. Karen Musgrove, Ph.D., University of Georgia, 2003
                Area of Study: School Psychology

7. Outstanding programs of this nature in other institutions

Georgia State University   Dr. Joel Meyers, School Psychology Program

University of Minnesota   Dr. Sandra Christianson, School Psychology Program

New York University   Dr. Judith Alpert, School Psychology Program

8. Inventory of pertinent library resources

The University of Georgia has one of the strongest research libraries in the world. In addition to these facilities, the School Psychology training program maintains a library of psychological assessment materials used for the training of students. This library is supported by funds obtained through the clinics administered by the training program. The requested name change does not require any additional library resources.

9. Facilities

The School Psychology training program has sufficient office space for all faculty members. Offices are located in Aderhold Hall, the main College of Education building of the University of Georgia. In addition, the School Psychology training program has a six-room clinical suite in which the School Psychology Clinic is located. This space serves as a primary training space for the students in the School Psychology specialty area. Graduate student space is very limited, but several offices are available and shared by students. Research space is very limited.

The Department does not have assigned classroom space. A class scheduling system recently put in place no longer gives departments priority for any classroom space; however, classrooms in Aderhold Hall are available for the vast majority of classes. Occasionally, classes are assigned in adjacent buildings.

10. Administration

The Department of Educational Psychology and Instructional Technology comprises nine graduate specialty concentrations with long histories of success: Applied Cognition and Development (ACD); Gifted and Creative Education (GCE); Research, Evaluation, Measurement and Statistics (REMS), School Psychology (SPY); Instructional Design and Development (IDD); Instructional Psychology, Training, and Technology (IPTT); Instructional Technology (IT); School Library Media (SLM); and Technology Integration (TIP). In addition, the Department has a new graduate concentration for teachers within the Ed.S. Program in Educational Psychology, the School Behavior Specialist, and a new interdisciplinary undergraduate degree program in Instructional Psychology, Training, and Technology (IPTT). Each program is administered by a coordinator who answers to the Department Chair. The Department Chair has the final authority over programmatic resource allocation, but not over curriculum. Faculty have primary assignments in a program as shown in the organizational chart in Appendix A. The designated program coordinator for the School Psychology training program will administer the program.

11. Assessment

Students are assessed on an annual basis in the School Psychology training program, and the same procedure will be used for the new major. A letter is sent to the student by his advisor, which has been commented on and approved by an additional faculty member. The student, upon receiving the letter, schedules an appointment to discuss his or her perception of the evaluation and am plan for the coming year.

Additionally, there is a comprehensive examination procedure that is carried out during the students' third year of graduate study. If the student fails an area, hr or she must repeat the examination in that area in six months. The comprehensive examination covers the following areas:

a. Child development
b. Developmental psychopathology
c. History, organizational issues, and future of school psychology
d. Clinical assessment‹theoretical
e. Clinical assessment‹applied
f. Intervention, including consultation
g. Ethical and legal issues
h. Research methodology

Another assessment point is at the completion of the internship experience. Internship Supervisors (psychologists in the field) also assess the competencies of each training program intern. The internship is a year-long capstone experience in clinical practice that typically occurs in the fourth year of the program. The means of each item are lower this year than in the previous year. Faculty members have looked at these means and believe that they are not reflective of the training program, but rather of the strengths and weaknesses of the individual students involved, and the demand characteristics of the internship sites.

Table 1. SPY Student Intern Ratings by Supervisors for the past three years

Area Assessed	2001	2002	2003
Psychological Assessment and Diagnosis	4.9	4.3	4.5
Therapy/Intervention Skills	4.5	3.8	4.2
Consultation	4.6	4.5	4.3
Professional Development	4.8	4.7	4.8
Interpersonal Skills	4.6	4.0	4.4

Ratings are on a five point scale.

The School Psychology specialty has a history of strong research production by faculty and students. The dissertation is the cornerstone of the research training in the training program, and all students are required to complete an appropriate dissertation. The quality of these research efforts also provides an index of training program quality, and thus is an additional point of training program assessment.

Another assessment activity of the School Psychology specialty concentration and the Department is to survey all alumni of each degree program and specialty area. Each alumnus is asked to complete the survey at the time of graduation. In some areas, however, the number of doctoral graduates is too small in a given year to assure anonymity. For this reason, alumni survey results are accumulated over the course of several years in order to create a portrait of degree program and specialty area strengths and weaknesses.

 The results of the past two surveys indicate that, in general, the students are pleased with the training program, and the students seem to have learned the core competencies required by the specialty area. The most consistent negative feedback the training program receives from all constituents is that there has been insufficient counseling/therapy experience for the students, and there are insufficient financial resources for the training program. Both of these shortcomings are currently being addressed.

Another type of assessment data that is collected is employability of the graduates. These data are clear. Every graduate in the past two years has been employed upon graduation. It is also known that graduates primarily assume positions in public schools. A recent check on the employment sites of the past 12 graduates (past two years) indicates 1 is in higher education, 1 in clinical placement other than a public school, and 10 were placed in public schools.

Historically, about 20% of graduates take full time teaching and research positions at large and small institutions alike, including University of Texas at Austin, Texas A & M, Rider University, Francis Marion University, Indiana University, George Mason University, College of William and Mary, University of Rhode Island, and Teachers College of Columbia University, among others. About half of alumni take positions in schools as certified school psychologists, including positions in Cobb, Gwinnett, Athens-Clarke County, New York City Board of Education, Mesa Arizona Public Schools, and Los Angeles Unified School Districts. The remaining alumni take positions as licensed psychologists in hospitals (e.g., University of North Carolina School of Medicine at Chapel Hill, UCLA School of Medicine), research and development in business (e.g., Riverside Publishing Company in Chicago), and individual and group private practices.

12. Accreditation

The Ph.D. Program in Educational Psychology and Instructional Technology, with a specialization in School Psychology (SPY), is fully accredited by the American Psychological Association (APA) and NCATE through the National Association of School Psychologists (NASP). The School Psychology specialization within the Ph.D. program is consistent with licensing for private practice and certification for public school work in Georgia and in most other states. Some states may have additional requirements.

13. Affirmative action impact

A major theme of the University of Georgia is to enhance minority participation in higher education. In the past ten years, the School Psychology Program has graduated two African American males and four African American females. The current enrollment includes two African American females and one Hispanic female. While these numbers are not large, minority persons have represented about 10% of our enrollment, a figure that is approximately three times the general minority enrollment for the University of Georgia. These graduates have begun to distinguish themselves as directors of psychological services in schools (1), and as state representatives to national organizations (2).

14. Degree inscription

The students would receive a Ph.D. in School Psychology if this application is approved. They currently receive a Ph.D. in Educational Psychology.

15. Fiscal and enrollment impact, and estimated budget

This proposal has no budgetary impact. The School Psychology faculty members are simply requesting a new degree title.

16. Admission criteria, enrollment, and projections

Admission to the current School Psychology training program is highly competitive. All students must meet both Graduate School and departmental admissions requirements. Further, the students must show an understanding of the research activities of the faculty and seek to further their knowledge in areas pertinent to the expertise of the faculty. Thus, admission is based not only on meeting quantitatively defined performance levels, but also on the fit between the desires of the student for particular doctoral experiences and the ability of the faculty to provide those experiences.

We expect the Ph.D. in School Psychology enrollment to remain relatively constant at approximately 40 students. However, the faculty is undertaking a new initiative for teachers in which we will prepare teachers and other school personnel as behavior specialists in the school setting; they will earn the Educational Specialists Degree (i.e., Ed.S.) in Educational Psychology, with a concentration in the School Behavior Specialist curriculum that has been designed specifically to meet their unique needs in managing classroom behavior problems. That specialty area training, initiated in 2005, is expected to eventually enroll 40 students but is not relevant to the current proposal for a new degree for the graduates of the School Psychology training program.

Addenda

Educational Psychology Graduate Survey

We would like to know about your experiences in the Educational Psychology Department with the goal of improving the program. Please rate your experiences in the department on a one to five scale with 5 being strongly agree and 1 being strongly disagree. If you cannot rate the department on a particular question please do not answer that question. We appreciate your taking the time to complete this survey.

A. Information for Prospective Students

1. My doctoral program provided me with the following information during my application and admissions process:

		Strongly Agree			Strongly Disagree		
a.	Accurate information about the costs (total of tuition, fees, and living expenses) of the program.	5	4	3	2	1	NA
b.	A realistic assessment of financial support (prospects for and levels of) while in graduate school.	5	4	3	2	1	NA
c.	Clear information about the requirements and expectations of my program.	5	4	3	2	1	NA
d.	Information about career prospects for Ph.D.s in my field.	5	4	3	2	1	NA
e.	A list of places where recent program graduates were employed after graduation.	5	4	3	2	1	NA
f.	The percentage of students in the program who complete the program with a Ph.D.	5	4	3	2	1	NA
g.	The average time to degree for recent program graduates.	5	4	3	2	1	NA

2. Overall, my program provided enough information during the application and admissions process for me to make an informed decision about choosing to pursue a Ph.D. 5 4 3 2 1 NA

B. Program Climate

1. There was a supportive student community in my program.

    5   4   3   2   1   NA

2. All students in my program were treated with respect.

    5   4   3   2   1   NA

3. Doctoral students in my program were involved in decisions relevant to their education.

    5   4   3   2   1   NA

4. Faculty in my program believed students are here primarily to help faculty fulfill their research and teaching obligations.

    5   4   3   2   1   NA

5. I had enough time and freedom to pursue interests and activities outside of my academic program.

    5   4   3   2   1   NA

C. Curricular Breadth and Flexibility

1. My program's curriculum was broad enough to meet my needs and prepare me for my career of choice.

    5   4   3   2   1   NA

2. During the program I was actively encouraged to explore a broad range of career options.

    5   4   3   2   1   NA

3. During the program I was encouraged to broaden my education through non-required activities such as course-work outside of the department, internships, and workshops.

    5   4   3   2   1   NA

4. My program prepared me well for:

    5   4   3   2   1   NA

    a.   academic careers

    5   4   3   2   1   NA

    b.   careers outside of academia

D. Knowledge and Skills Preparation

1. As a result of my program, I feel well prepared

    5   4   3   2   1   NA

    a. in my knowledge of statistics.

    5   4   3   2   1   NA

    b. in research methodology.

    5   4   3   2   1   NA

c. in measurement theory.   5   4   3   2   1   NA

d. in terms of appraisal/diagnostic skills.   5   4   3   2   1   NA

e. in terms of therapy and intervention skills.   5   4   3   2   1   NA

f. in terms of consultation skills.   5   4   3   2   1   NA

g. in terms of primarily health care and consultation skills. 5   4   3   2   1   NA

h. to integrate my knowledge of theory with practice.   5   4   3   2   1   NA

i. in my awareness of ethical issues and ethical standards.   5   4   3   2   1   NA

j. to reflect on my knowledge and skills.   5   4   3   2   1   NA

E.   Teaching

1. As a teaching assistant I was appropriately
    prepared and trained before entering the classroom.   5   4   3   2   1   NA

2.   As a teaching assistant I was appropriately
     supervised to help improve my teaching skills.   5   4   3   2   1   NA

3. My needs and interests as a student were given
    appropriate consideration in teaching assignments.   5   4   3   2   1   NA

4. I believe my teaching experiences adequately prepared me
    for an academic/teaching career.   5   4   3   2   1   NA

F. Professional Development

1. As a student
   a.   I received training in
          professional ethics and professional responsibilities via   5   4   3   2   1   NA
          coursework or seminars.

   b.   I received training in
          professional skills such as public speaking, grant   5   4   3   2   1   NA
          writing, and working in teams.

   c.   I developed sufficient leadership skills to do my job   5   4   3   2   1   NA

G. Career Guidance and Placement Services

1. As a student in my program I received effective career guidance and planning services for:

   a.   careers in academia   5   4   3   2   1   NA

   b.   careers outside of academia   5   4   3   2   1   NA

2. Doctoral students in my program received effective placement assistance and job search support for:

   a.   positions in academia   5   4   3   2   1   NA

   b.   positions outside of academia   5   4   3   2   1   NA

H. Faculty Mentoring

1. As a result of my interactions with my advisor and other faculty   5   4   3   2   1   NA
   a.   I learned good research practice(s).

   b.   I received ongoing, constructive feedback on my   5   4   3   2   1   NA
        progress towards a Ph.D. from my advisor.

   c.   I learned strategies to undertake ethical and quality research   5   4   3   2   1   NA

2. I am satisfied with the **amount** of time I spent   5   4   3   2   1   NA
   with my advisor.

3. I am satisfied with the **quality** of the time I spent   5   4   3   2   1   NA
   with my advisor.

4. I felt comfortable talking to my advisor about a career

   a.   in academia   5   4   3   2   1   NA

   b.   outside of academia   5   4   3   2   1   NA

5. My own goals and research interests were incorporated into   5   4   3   2   1   NA
   my doctoral dissertation.

6. There is a person or office I could turn to if I perceived   5   4   3   2   1   NA
   abuse or misconduct in my program, by my advisor, or
   by a committee member.

                                                              5   4   3   2   1   NA

I. Assessment

1. My program gave me a clear, annual assessment of
      my progress towards the degree.   5   4   3   2   1   NA

2. My committee members (in addition to my advisor)
      kept track of my research progress and helped
      determine when I had accomplished enough work
      for my degree.   5   4   3   2   1   NA

J. Resources

1. I received sufficient resources in the areas of
      a. Office space   5   4   3   2   1   NA
      b. Access to technology (computers/audio & visual
           equipment)   5   4   3   2   1   NA
      c. Research resources   5   4   3   2   1   NA

2. Insufficient funding slowed my progress toward a degree. 5   4   3   2   1   NA

K. Diversity

1. I observed active recruitment of underrepresented students   5   4   3   2   1   NA

2. Issues surrounding cultural diversity were adequately addressed
    in my course work   5   4   3   2   1   NA

3. During my coursework I had the opportunity to work with
    other students from culturally diverse backgrounds.   5   4   3   2   1   NA

4.   My experiences in the program have increased awareness and
      sensitivity to issues concerning cultural diversity.   5   4   3   2   1   NA

5. My program adequately prepared me to work effectively with
    clients/students from culturally diverse backgrounds.   5   4   3   2   1   NA

                                                                   5   4   3   2   1   NA

                                                                   5   4   3   2   1   NA

                                                                   5   4   3   2   1   NA

L. Overall Satisfaction

1. I received sufficient financial support to maintain an
    acceptable standard of living.   5   4   3   2   1 NA

2. Overall, I was satisfied with the courses in my program.   5   4   3   2   1 NA

3. Overall, I was satisfied with my advisor.   5   4   3   2   1 NA

4. Overall, I was satisfied with my program.   5   4   3   2   1 NA

5. Overall, students in my program seemed satisfied with
    the program.   5   4   3   2   1 NA

6. Overall, I would recommend my program to
    prospective students.   5   4   3   2   1 NA

Additional Comments _____

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