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AN HISTORICAL AND COMPARATIVE STUDY OF  
ELEMENTARY SCHOOL COUNSELOR EDUCATION PROGRAMS:  
PAST - PRESENT - FUTURE

by

Alton E. Watts

A Dissertation  
Submitted to the  
Faculty of The Graduate College  
in partial fulfillment  
of the  
Degree of Doctor of Education

Western Michigan University  
Kalamazoo, Michigan  
August 1975

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Finally, this dissertation is dedicated to my friends in the Michigan Elementary School Counselors Association.

Alton E. Watts

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## CHAPTER I

### THE PROBLEM

#### Introduction

The number of elementary school counselor education programs has increased since 1960. The growth of these programs was studied by Hill (1972) every four years since 1960. These programs have increased from 39 in 1960 to 234 in 1974, according to the present study.

This growth in numbers and quality of elementary school counselor education programs resulted in spite of many problems. Counselor educators who have written about the role and function of the elementary school counselor have expressed diverse views. Counselor educators have established differentiated elementary school counselor education programs. Local, regional, and national forces have provided influencing factors in these programs.

#### Type of Study

This study is an historical and comparative survey of diverse views, forces, and factors involved in the growth of elementary school counselor education programs. Additionally, it is a study of

the growth and development of differentiated elementary school counselor education programs. Included in this study is a survey of colleges and universities in the United States, its territories, and the District of Columbia. These educational institutions were identified as having elementary counselor education programs.

### Terms Defined

The definition of terms is provided to assure an understanding common to their usage in this study:

Diverse Views begin from a common point or concern and result in different conclusions or viewpoints.

Role and Function refer to two concepts:

1. Role is the part the counselor plays within the professional setting. The role has a title (i.e., school counselor, guidance worker, and/or consultant).
2. Function involves specific activities and duties associated with the counselor in his professional role.

Differentiated Elementary School Counselor Education Programs are different from the generic term "secondary school counselor education programs." To have a differentiated elementary school counselor education program, 25 per cent or more of the required courses are especially designed for the preparation of elementary school counselors, according to Hill (1972).

### The Need and Significance of the Study

Writers, counselor educators, school administrators, and

school counselors differ in their views concerning the role and function of the elementary school counselor. Osborne and Engle (1971) reviewed the purposes and expectations that different writers expressed of the role and function of the elementary school counselor.

Controversy among scholars regarding the role and function of the elementary school counselor adds to the confusion. This lack of consensus is viewed as a restriction or constraint upon educators (Cantrell, Aubrey, & Graff, 1974). This failure to agree may be blamed on absence of clearly established objectives and a rationale for the functions of the role of the elementary school counselor.

The elementary school counselors disagree on their role and function. They define the functions of their role differently (Hagens & Keelin, 1973; Lamb & Deschenes, 1974). Cottingham (1966) defined the function of the counselor in terms of the three "c's"--counseling, consulting, and coordination. The function of the elementary school counselor has been expanded to seven "c's," which add communication, curriculum, child development, and coping development skills (Keat, 1974b).

Some functions of the elementary school counselor were included in The Developmental Approach (Moore, 1969). The counselor is a guidance staff resource person to the total educational system. He is integral to the curriculum development, early identification of problems, and helping pupils and teachers succeed. He works

less with crisis intervention and more with staff. The developmental approach is one in which the staff and pupils face decision-making experiences considered appropriate to the developmental level of the client. The client is both the pupil and the school.

In the early 1960's, this was not the common view. Faust (1968) has referred to the elementary school counselor as a "transplanted secondary school counselor," who works with elementary school-age children. This traditional role is characterized as one of crisis intervention and problem-centered remediation. The traditional role was replaced by a "neo-traditional" role as the individual and group consultation functions were added. Consultation was designed to influence the learning climate of all children (Faust, 1968b). Faust urged counselors to work primarily with teachers in a variety of consultant settings in the elementary school.

Among the forces which influenced the changing functions of the elementary school counselor were the needs and expectations in specific school settings. Each factor was unique. Some school personnel placed an emphasis on guidance and resource functions. Others emphasized the value of the counselor in testing programs. The administration, teaching staff, and support personnel had different expectations of the elementary school counselor (Moore, 1965).

The role of elementary counseling must be a necessary part of the education program. The diverse views regarding the role and



function of the elementary school counselor led Osborne and Engle (1971, p. 47) to conclude:

The professional literature on the training of elementary school counselors reflects a logical extension of the difficulty in defining the role. Counselor educators recommend certain training experiences based upon their theoretical formulations of what elementary school counselors ought to do, while elementary school principals see other forms of training which they think would be of value to the elementary school counselor, based upon how they believe that person should function within the school.

We must not limit the role and function of all elementary school counselors. Each counselor role is a function of the setting. Lamb and Deschenes (1974) suggest that it may be important to identify those functions which are common to the profession.

There is movement in many states toward agreement on those tasks. An example of the effort is the "Task Force" of representatives from each age level of education (i.e., counselor educators, counselors, administrators, and State Department of Education of Michigan). They met several times during 1972-1973 for the purpose of writing a "statement of purpose" for counselors which is unique to each age group served. They formed groups to examine and formulate functions which were common to all counselors. The functions were combined and presented in a report (Martinson & Stout, 1973). The statement resulted in outlining "minimum level entry skills" required of counselors. Related reports from other state and regional divisions of the

Association of Counselor Education and Supervision (ACES) reflect similar efforts. They will appear later in connection with other divisions of the American Personnel and Guidance Association (APGA) references.

What impact does the accountability movement have on elementary school counselor education? What meanings do performance-based programs and management by objectives have for counselors? Did the growth of differentiated elementary school counselor education programs develop to meet the needs of counselors, schools, or children? Conversely, did the growth of programs for elementary school counselors create a "felt" need for differentiated elementary school counselor education programs? What impact has the research and literature had on differentiated program development and administration? This study comes at a critical time in the development of the child guidance movement. These questions remain to be answered.

This historical and comparative study is limited to the development of elementary school counselor education programs since 1960. Further, it is focused on the guidelines and preparation of elementary school counselors at the masters degree level. One purpose is to identify the dominant forces leading to the present situation. Another purpose is to state precisely the influences identified. A fourth purpose is to recommend changes in programs for the preparation of elementary school counselors to qualify them to develop the skills

and competencies to meet the needs of children, teachers, parents, and their schools.

### Objectives of the Study

The objectives of the study are general. The elementary school counselor education programs at the masters degree level must be identified, followed by a study of the programs. The study is delimited to include all identified programs in the United States, its territories, and the District of Columbia.

The delimitation was used so that the study would be inclusive and comprehensive of elementary counselor education programs. First, identification of all elementary school counselor education programs was necessary. Second, a study of the total differentiation of learning experiences in the curriculum was important. Third, an evaluation of the current practices in elementary school counselor education programs with respect to the ACES/APGA standards and the recent related literature was paramount to the study. Fourth, the sources used for the comparative study were to be more inclusive than previous studies: (a) the ACES/APGA Standards for Preparation of Elementary School Counselors (1968, 1971); (b) the Hill studies (1960, 1964, 1968, 1972); (c) the Wehrly study (1969); and (d) recent journal and book publications by people in counselor education and the counseling profession. Fifth, the identification and study of the reasons for program

development and change. Allen (1968) identified contributory movements and forces integral to the development of elementary school guidance and counseling programs. This phase of the present study will center on four additional influences:

1. Feedback in the form of criticism, suggestions, and survey returns from constituents of each graduate program studied.
2. State certification laws.
3. Philosophical and educational changes reported in the literature with recent emphasis on career education.
4. ACES/APGA Standards for the Preparation of Elementary School Counselors (1968, 1971).

How congruent are elementary school counselor education programs with the counselor educators' view of the role and function of the elementary school counselor? This study is designed to find answers to that question. The findings and recommendations, hopefully, will have value for the counselor education profession and elementary school counselors.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### Findings in Three Related Studies

The phenomenal growth of differentiated elementary school counselor education programs occurred primarily at the masters degree level. Hill (1972) reported the growth was from 39 such programs in 1960 to 163 in 1972. His study was based on an 88 per cent response by all counselor education programs surveyed. The growth that Hill reported is illustrated in Table 2.1.

TABLE 2.1. --Hill studies of differentiated elementary school counselor education programs, 1960-1972, inclusively

Masters Degree Programs	1960	1964	1968	1972
Differentiated programs of preparation for elementary school counselors	39	45	77	163

Hollis and Wantz (1971) conducted a national survey in which they reported a 90 per cent response from counselor training institutions. They identified 70 elementary school counselor education programs. The Hill studies indicated that 47 per cent of the respondents represented elementary counselor education programs; in contrast, Hollis and Wantz reported that 18.8 per cent of the institutions offered

such programs.

A priority order of required courses or learning experiences was found in this review of related studies. The courses considered most important were those required most frequently, according to the studies. Titles and content have changed over the years, but a similarity can be seen among the studies (Green, Hill, & Nitzschke, 1968; Hill, 1972; Wehrly, 1969).

The courses are listed in the order of priority. Subjects or courses have shifted in priority order among the studies as shown in Table 2.2 (see p. 11). The question arises, were these priorities unique and related to the philosophical rationale of the role and function of the elementary school counselor? Diverse philosophical positions expressed in this review of related literature are presented within four approaches: (a) diverse views among scholars of the elementary school counseling profession; (b) the developmental approach; (c) the behavioral approach; and (d) the eclectic approach.

#### Diverse Views Among Scholars of the Elementary School Counseling Profession

This study is focused on the important philosophies of elementary school guidance and counseling. These philosophies emerge from the experiences of scholars and counselor educators as well as elementary school counselors. The diversities form a base from which to

TABLE 2.2. --Courses for the elementary school counselor listed in priority of required courses shown in studies by Green et al. (1960, 1964), Hill (1972), and Wehrly (1969)

Green et al. (1960)	Green et al. (1964)	Wehrly (1969)	Hill (1972)
1. Techniques of counseling	1. Guidance in the elementary schools	1. Guidance and counseling practicum	1. Counseling practicum with children
2. Individual mental testing	2. Guidance and counseling practicum	2. Guidance in the elementary schools	2. Introduction to or foundations of elementary guidance and counseling
3. Principles of guidance	3. Seminar in child development	3. Individual appraisal	3. Counseling theory
4. Mental hygiene	4. Elementary school counseling techniques	4. Principles of guidance	4. Practicum in group work with children
5. Tests and measurements	5. Child psychology	5. Introduction to guidance	5. Noncounseling guidance practicum in the elementary schools
6. Psychology of exceptional children	6. Supervised counseling and field experience	6. Psychometrics	6. Individual appraisal of elementary school children, nontesting
7. Seminar in guidance	7. Exceptional and atypical child	7. Group practicum in elementary school guidance	7. Psychological testing of children
8. Analysis of the individual	8. Individual testing and analysis		8. Educational testing of children
9. Practicum in counseling	9. Organization and administration of guidance		9. Group work theory for work with elementary school children
10. Organization and administration of guidance	10. Parent-teacher-child relations		

identify and study the influential forces that affected the development and growth of differentiated elementary school counselor education programs in the United States.

Ellis (1972) reported that elementary school counselors and counselor educators have many diverse views about the role and function of the elementary school counselor. The counselor educators expressed these differences in their professional journals (Dinkmeyer, 1973). The differences become even more complex when one studies the elementary school teachers' views and building principals' views of the role and function of the elementary school counselor.

Ellis (1972) suspected a dichotomy existed between the expectations associated with the actual role of the elementary school counselors and the role as perceived by counselors, administrators, and counselor educators. He studied 343 randomly selected counselors, administrators, and counselor educators in Massachusetts. His findings supported this hypothesis. Ellis concluded that all professional groups studied had emphasized the remedial function of the role. They recognized the developmental functions as ideal.

Braden (1966) examined the factors related to the role and function of the elementary school counselor as perceived by selected state supervisors, counselor educators, elementary school counselors, and principals. He found that principals viewed the counseling functions as less important than the other groups did. The consultant



function was given the highest priority by counselor educators and supervisors. He found that the social work function received the lowest priority rating.

A number of factors arise and are blamed for the confusion over the specific functions and expectancies associated with the role of the elementary school counselor. In a collection of readings by Daane, Combs, and Wrenn (1965, p. 16), Faust summarized the concern with the following explanation:

Perhaps the chief failure for any explicit national leadership in elementary school counseling to emerge to date may be attributed to a critical absence of clearly defined objectives and rationale of human behavior out of which role and function could grow.

Tradition within the local community constitutes another influence upon the role of the elementary school counselors. Predecessors may have established a reputation of expectations concerning the counselor's role and function. Many traditional guidance activities and related pupil personnel services become associated with the counselor's office and are considered the counselor's job. He may be viewed by the administration as a less expensive psychometrist or psychologist. The needs of school children and staff may receive a lower priority than the economic and political factors of a school system. Authorities disagree on the most appropriate person to be held responsible for guidance practices.

By definition there must be a common point of agreement

from which diverse views develop. Osborne and Engle (1971) noted areas of agreement as well as disagreement regarding the role of the counselor. Three authorities were selected to represent a range of views. When compared, as in Table 2.3, the scholars had diverse and similar views regarding the functions related to the role of the elementary school counselor.

Osborne and Engle (1971) urged that more clearly defined objectives, role expectations, and training experiences be adopted. They suggested a need for further study. The elementary school counseling role and function is both important and effective and must be developed as a viable part of the elementary school education programs.

TABLE 2.3. --Three authorities emphasize different priorities in functions of the elementary school counselor

Cottingham (1966)	Patterson (1969)	Moore (1969)
1. Counseling	1. Stress individual	1. Developmental guidance
2. Consulting with teachers, parents, and others	2. Less emphasis as a consultant, coordinator, or manipulator of environment with social engineering	2. Individual counseling
3. Coordinating guidance functions with total school		3. Guidance resource person

The Western Association of Counselor Education and Supervision (WACES) met at San Diego in May, 1970. The WACES group

found many characteristics and competencies as necessary to school counselors at all levels of public education. Walz (1970) presented 25 generalizations and noted the importance of the challenges and implications to the counseling profession. WACES participants dealt with the generalizations in triads. They considered appropriate counselor responses and the forms counselor education programs might take to develop the kind of counselor able to cope with the challenge. They emerged from the three day workshop with the following integrated model of counseling for the counselor of the future (p. 18):

Participants pointed out that the major difference between the counselor of today and the counselor of tomorrow would have to be in the person himself. The counselor of the future would need to be more open, flexible, tolerant, knowledgeable, and more willing to take an advocacy stance as the risks involved in taking such positions become increasingly difficult to endure. The image presented was almost that of the "supercounselor" . . . , once produced, no one could describe the climate necessary for the initial production. Though the "supercounselor" cannot be mass-produced, counselor educators did agree upon a number of exposure experiences which would improve the training of counselors:

1. Counselors must be trained in the community as well as within the traditional classroom.
2. Counselors must be exposed to a broad sample of learning and experience in the many American subcultures and particularly in those subcultures from which future clients are likely to come.
3. Counselors must take more responsibility for the direction their own training will take. Students, as well as counselor educators, must be involved in determining curriculum. Democracy must be seen as a life style.

4. Counselors must be trained to work as part of cooperative groups as well as to work independently.
5. Multiple models of competency must be defined and made available to counselors. These models would be flexible in both pace and sequence. Counselor educators must have strength to confirm and validate models other than their own.
6. In-service training must be built into all models of pre-service training. Counselors should never feel they have completed their training.
7. There should be multiple levels of entry to and exit from counselor training programs.
8. Counselors must be more assertive in helping others to recognize the consequences of the decisions they make.
9. Counselors must be trained to use the most economical techniques involved in utilizing the knowledge base available.
10. Counselors must study temporary relationships and learn to recognize how such relationships can and cannot contribute to an individual life.
11. Counselors must learn the dynamics of acquiring and the letting-go of values so that they may help others to determine what is worth hanging on to and what is worth letting go. Change, per se, can never be a value in a(sic) humanistic society.

These views expressed by the WACES delegates could become a major influence on the way that elementary school counselors will be trained. The emerging consensus may be generalized to other ACES regional groups. Wehrly (1969) reported general agreement among regional ACES groups, with the exception of some regional priorities.

It was necessary to look more closely at the diverse views represented in such a regional conference. Among the counselors present were those who represented the views of the traditional, neo-traditional, and new elementary school counselors as defined on pages three and four of this study. Therefore, the WACES consensus represented a wide range of philosophical and theoretical interests.

In the Zion Illinois Elementary School Counselors' Conference, Ohlsen (1966) focused on different kinds of experiences for the preparation of elementary school counselors: (a) group guidance methods for both children and parents; (b) training in supervising as a teacher consultant; and (c) practicum experience in these roles. Ohlsen (1967) recommended evaluating the cognitive skills of the counselor in behavioral terms and emphasized the development of content competencies.

Houghton (1966), reporting on the same Zion Conference, focused on elementary guidance. His conclusions pointed to two precise needs: (a) a need for prevention-centered and less problem-centered counseling; and (b) a need for a well-defined concept of the elementary school guidance program as a unique functioning entity.

Remedial counseling with individual children will cease to be the primary function of the elementary school counselor. Consultation and coordination of guidance function will gain in importance, according to Liddle (1967). His prediction of the trends in elementary

school counseling are illustrated in the following approaches.

### The Developmental Approach

The developmental approach emphasizes four human dimensions. They are: (a) the growth and development of the affective domain toward emotional maturity; (b) the growth and development of the cognitive domain toward mental awareness and logical meaning; (c) the growth and development of the social domain toward culturally accepted behavioral skills; and (d) the growth and development of the psycho-logical domain toward the maximum integration and balance of self and personality.

Gum (1967, 1969) found a correlation among the four domains. He placed emphasis on working with parents and teachers in consultation and in group work. His developmental model is designed to achieve a commitment from the school staff and home. The purpose is to cooperate in the developmental experiences of the child. In short, the developmental objective is a society in which people live more easily with change than with inflexibility or rigidity. Gum explained it is continuous from kindergarten through adult education. It is cumulative and appropriate to one's abilities, needs, and potentials.

The developmental approach is based on educational psychology. Its purposes are best served when teachers, school counselors, and

administrators are involved as a team (Shertzer & Stone, 1966). They prescribe and arrange next-step learning experiences in a logical and sequential manner. The school counselor is an integral member of the educational team.

Needs are identified at the developmental level of the child including the exceptionally handicapped or impaired child. Cruickshank (1971, pp. 59-60) described how the counselor could work in a prescriptive developmental program of the handicapped person:

The adventitiously impaired, . . . may already have a well organized life space which must now be restructured. The counselor must not be too cheerful too soon . . . . It is necessary and desirable for the person to mourn his loss before he is able to assimilate his present situation and reassess his goals . . . . The counselor can assist in the restructuring process.

Smith and Mink (1969) urged counselors to provide early attention to the vocational counseling of students who are different. The vocational needs were likely to be neglected by everybody else. The counseling profession was criticized for too little attention given to the primary age child. Lifton (1971) examined counseling programs and found them wanting. He deplored the absence of focus on early childhood guidance. Furthermore, he held the counselor training programs responsible for the development of awareness and skills. Lifton's objective is to place importance on intervention at the early developmental levels of primary grade children.

The elementary school counselor-consultant can work effectively in special and general education. The skills of both disciplines are interactive. The result of staff experiences affects training procedures in both programs. Such ethical questions regarding client rights are rarely raised in programs for the exceptional child in special and general education. The basic decisions have already been made for all such persons (Cruickshank, 1971, p. 63):

. . . it is better to be as much like a physically normal person as possible, better to walk than not walk, better to be mobile or partially mobile than immobile, better to speak correctly than with a speech impairment, and better to learn a task or skill than not learn it . . . . The teacher or therapist may ask, how can I motivate the client, . . . change his behavior? . . . he has no difficulty distinguishing what is good . . . behavior from bad. . . . Dembo (1969) believes that the client's viewpoint is important and must be taken into account.

Shertzer and Stone (1966) viewed counselors and therapists as moving from a position of contrasting extremes. They looked toward a middle ground. This movement from preventive approach at one extreme and intervention at the other extreme includes developmental approaches between the extremes.

The interdisciplinary or team approach is a bridge across which members of the helping profession can traverse (Cruickshank, 1971). The purposes of research, of therapy, and of educational skills center on the needs of children and parents. The counselor is a facilitator in the mainstream of educational activity.



A challenge to the teaching and counseling staff has been mandated by trends and legislation. An example is the Michigan Public Act No. 198 (1971). Other states have experienced similar developments. Provision was made for the professional preparation in supervised practicum experiences among the exceptional children.

The counselors and other staff consultants are necessary in successful developmental programs. Gysbers (1972) noted that they provide mainstream educational services. No longer are they ancillary, "nice, but not necessary." He urged the purging of the term "ancillary services" from education jargon.

In summary, the developmental approach is a shared educational experience in which teachers, special education consultants, psychologists, and counselors are collaborators on the same team. The child is exposed to experiences appropriate to his developmental age. It is not limited to one philosophical or learning theory. Techniques of the specialists may be representative of many disciplines. The movement is continuing toward a middle-ground in which effective techniques are used for developmental growth of the child.

### The Behavioral Approach

The behavioral approach includes the individual and group counseling relationships. Concern for the milieu or environmental influences transcends the limitations of a narrow view. Needs are to be

met where they are found. For example, Ivey and Alschuler (1973) suggest that if the problem is found to include the school or home, then the school or home should be treated. Therefore, a collaborative relationship using behavioral methods to change role definitions, rules, politics, and expectations must be developed. The scope of influence includes all people who are part of the child's milieu.

A counselor's success is frequently measured by his ability to work with disruptive children. Gumaer and Myrick (1974) used a behavioral approach which utilized both client-centered and behavioral techniques with groups of disruptive children. They were so successful that within a seven week period the mean disruptive behavior for all groups dropped to zero. The elementary school counselor served as a counselor-consultant to individuals and groups. The consultant function received the greatest emphasis of time and effort.

The consultant function of the counselor role deals primarily with the attitudes of adults who populate the pupil's learning milieu, according to Fullmer and Bernard (1972, pp. 11-12):

Because feeling, convictions, and personal preferences are implicated in modification of school processes, one trained to deal with affect is in an advantageous position to lend help . . . the counselor-consultant as a facilitator of in-service education . . . will permeate the entire school curriculum.

In traditional and neo-traditional settings, too much time is devoted to first-aid counseling. Those counselors are burdened with

casualty and crisis intervention when the developmental and behavioral approaches are neglected. Faust (1968) raised the issue pointedly. Why not contribute to changing the situation responsible for the crisis by consulting with those responsible for the classroom climate, curriculum, regulations, and morale? Consulting is integrative and field-oriented. Research supports this conclusion that consultation with parents and counseling with pupils is less effective than when consultation efforts are focused on the classroom society (Faust, 1968).

Krumboltz and Thoresen (1969, pp. 250-251) list seven steps involved in systematic consultation procedures:

1. Problem identification in terms of specific behaviors and educational objectives.
2. Identification of desired behaviors.
3. Form tentative hypothesis about causes of the behavior under consideration.
4. Observation and data collection (baseline development).
5. Organization and integration of data.
6. Program development.
7. Evaluation of outcomes and further planning.

An additional feature of the behavioral approach advanced by Krumboltz and Thoresen is modeling. Modeling in consultation has three dimensions: direct aid in planning with teachers and parents, helping the consultees develop a plan, and putting the plan into operation.

An in-service video tape training program involving fourteen

elementary school teachers was studied by Brown and MacDougal (1972). The objective was to determine if the pupil self-perception could be changed. They noted a mean gain in pupil population self-perception scores on the F ratio at the .05 level of significance. Modifying teacher behavior had a direct positive bearing on the improved self-perception of the students. The behaviorist forms tentative hypotheses regarding preceding situations which the client considers reinforcing. The reinforcers were selected by Brown and MacDougal and the fourteen teachers involved. The teachers were reinforced as they experienced success. As behaviors changed, attitudes of pupils and teachers changed to the point that the self-perceptions of students were more positive. Arbuckle (1974) notes the behavioral counselor does very little with the client, but does a great deal to him.

Peterson (1970) observed the growing number of life styles in our society. He suggested that alternative choices were beginning to outweigh the commonly agreed upon beliefs, ideas, and modes of behavior. He believed the counselor must face these questions: How consistent is my philosophy of life? To what degree do I embody the values to which I give lip service? A counselor's values affect both his technique and effectiveness in counseling. A counselor must recognize when his values interfere with effective counseling. He must be willing to change if he expects the client to unfold and change in the process.

Buckley and Hill (1970) note that internal feeling states are difficult if not impossible to validate. As students, teachers, and parents master behavioral tasks, they report improved personal happiness, self-concept, and confidence.

Children teach teachers how to act, not always reinforcing the most appropriate behaviors in teachers, according to Buckley and Hill. Techniques used by a teacher are the result of the reinforcements a teacher receives.

Counselor-consultants complimented teachers for their effective behaviors in the classroom. Gurnauer and Myrick (1974) studied the good working relationships between the teachers and counselors. They reported that a definite transfer of appropriate behaviors to the classrooms was observed. Consultants were reinforced when the techniques became a part of the teachers' repertoire of classroom behaviors.

The behaviorists view the function of the counselor-consultant as changing. The individual is considered an active force in his own life, whereas earlier psychological emphasis was placed on the person as being acted upon. His behaviors were shaped by reinforcements and traumatic experiences (Fullmer & Bernard, 1972, p. 35):

. . . man is more than the product of his past . . . he  
himself has the power to influence the future. . . . Man  
can choose, . . . hope, . . . strive.

They describe the behavioral approach as an effective method in consultation. The question arises, "How are counselors trained to become

effective consultants?" Horan (1971) cautioned that all goals must be stated in terms of performance and observable behaviors. He also believed that values have a high influence in counselor education.

### The Eclectic Approach

Ideally, eclectic counselors are professionally experienced practitioners of applied counseling theories, techniques, and skills in the best combination of counseling and psychotherapy practices. Witmer (1971) studied five models: (a) client-centered; (b) behavior and learning theory; (c) social-psychology; (d) reality therapy; and (e) rational-cognitive. He concluded that no one model was adequate by itself, but appropriate eclectic techniques could be applied to individual situations as they fit the need. An eclectic approach incorporates many theoretical practices and techniques.

Dinkmeyer (1968) reported Faust joined counselor educators who supported the adoption of an effective philosophy of elementary school counseling. Dinkmeyer identified the primary concern. It is a need to develop an acceptable conceptual foundation for elementary school guidance. It must be compatible with guidance theory generally and with the objectives of elementary school education specifically.

An integrated model for both Counselor education and evaluation was recommended by Pepyne (1971, p. 7):

The recommendations included a provision for trainees to

experience a variety of empirically validated, appropriately sequenced learning activities designed for the achievement of operationally defined performance objectives.

Smith and Mink (1969) report the elementary school counselor is to be a coordinating and integrating agent. He is a specialist who contributes to pupil living and planning, individual growth in decision-making skills, self-understanding, and his own behavioral change. The counselor is not immune to the weary plague of housekeeping duties. Certainly he is not superior to housekeeping duties, but he should raise questions in accepting their assignment (Smith & Mink, 1969, p. 49), such as:

1. Does the assignment reduce the time the counselor can spend on the activities that are uniquely his own?
2. Is the nature of the school task to be performed by the counselor likely to support the image of a counselor that both the principal and the counselor want others to have of him? Does it make it harder for the counselor to help students?

Allen (1968) studied the forces leading to the development of the elementary guidance movement. She traced the growth and development of the profession from vocational guidance through movements in psychology, mental hygiene, and educational counseling psychology. The recommendations closely parallel the ACES standards which are discussed in greater detail elsewhere in this investigation.

Counselor training shows no effective improvement in the past twenty years, according to Truax as reported by Parker (1968, p. 151):

No evidence exists to suggest the counselors we are producing today, are more effective than those produced ten, twenty, or more years ago . . . we must begin to evaluate effects of student trainees on clients during training, we must begin to weed out those who have no effect or deteriorative effect on clients and reward those producing changes in clients.

Parker also reported a very uneven and unstable quality of preparation offered throughout the country.

Lifton (1971) urged counselor training institutions to "divest themselves of ossified interests" in preparing counselors for traditional roles. Instead, they should develop human behavior specialists through a core of studies in which all contributing professions would share.

Counseling will be replaced by another "applied behavioral science," according to Berdie (1971). He believes the practitioner will be skilled in the use of knowledge and skills from a variety of behavioral sciences. Berdie recommended a "lifetime of preparation" in which counselor-consultants maintain effective skills to facilitate pupil development. Counselors and counselor educators do not agree on the type of eclectic or generalist to meet the needs of the elementary school counseling.

Perhaps a few people can be good psychological educators, plus good one-to-one problem counselors, plus good consultants (Goldman, 1973, p. 24), but:

I doubt that such people will ever comprise more than a



small fraction of the professionals in this or any field. . . . One pretty sure way to kill psychological education is to tell all counselors that they must learn to do it in addition to everything else. Nor should every counselor education program be expected to be all that multi-talented.

Why not let each specialize, just as we should let counselors on the job specialize? We need each of the specialties, and we need to have each one done well.

### Summary and Conclusions from the Review of the Related Literature

Three national studies of differentiated elementary school counselor education programs were examined. The diverse views of twelve counselor educators with respect to counselor preparation were presented. Additionally, three approaches were examined: developmental, behavioral, and eclectic.

A multi-talented super-counselor should be replaced by a team of specialists. Goldman (1973) believes it is all right to let counselor education programs become specialized just as counselors are encouraged to specialize for their function on the collaborative educational team.

The need to study the elementary school counselor education programs, their changes, and rationales for change is apparent. A review of the selected related literature leads toward that conclusion. The ACES/APGA standards and professional literature may have had recent impact on programs and courses offered or changed.

## CHAPTER III

### PROCEDURES

#### Methodology

The investigator combined the use of the historical-comparative method with the descriptive-survey type of study to compare the findings of this investigation with those of previous studies. Shafer (1969) cites three ways historical evidence may be transmitted: written, oral, and art works. The investigator placed emphasis on the written and oral methods.

Included in the present study is a comparison of primary with secondary source information. Primary source materials are defined by Van Dalan (1973, p. 116):

1. The testimony of able eye and ear witnesses to past events.
2. Actual objects used in the past which can be examined directly (as) first hand evidence.

He defined secondary source materials as:

1. Information provided by a person who did not directly observe the event, object, or condition.
2. Some materials based on fourth or fifth hand information.

The primary source information for this study came from

respondents in a national mail survey. The respondents were department chairmen, spokesmen, or directors for graduate counselor education programs. They represented colleges and universities in the United States, its territories, and the District of Columbia. Supporting documentation received from many respondents also constituted primary source material.

The secondary source materials included recent survey studies by earlier investigators. Selected journal articles and books released during the years covered by this study are additional sources of a secondary nature.

A study was made of related literature published from 1960 to 1974. This source included three categories of topics: (a) those publications related to role and function of the elementary school counselor; (b) the standards and guidelines prepared for the counselor education programs in which graduates would demonstrate established minimal level skills; and (c) those sources which presented a changing emphasis on the functions of the counselor in elementary schools. The publications receiving the most attention were those released since 1968.

For the purpose of comparison, the information from primary and secondary sources was identified and organized into categorical and chronological order. The four categories were: (a) differentiation in elementary counselor education courses or units of study; (b) differ-

entiation in elementary counselor supervised learning experiences; (c) differentiation in the role and function of elementary school counselors as viewed by the respondents; and (d) differentiation in administration of elementary school counselor education programs as described in recent related literature compared with the findings of this study.

The present study was divided into five phases. They served as step-by-step approaches to meet the objectives. These objectives are: (a) to identify graduate programs that prepare elementary school counselors at the masters degree level; (b) to make a comparative study of standards for counselor preparation programs; (c) to construct and field test a survey questionnaire and develop mailing procedures; (d) to organize the findings of the study in a descending rank order priority; and (e) to discuss the findings, form conclusions, and make recommendations.

The identification of graduate programs that prepare elementary school counselors at the masters degree level

Addresses of 55 Chief Guidance Officers in the United States, its territories, and the District of Columbia were obtained. Patterson's American Education Directory by Elliott, Woods, Bronwell, Mailand, and Koenig (1973) was the source in which the addresses were located.

Letters were sent to the Chief Guidance Officers state-by-state

requesting listings of all the colleges and universities preparing elementary school counselors (see Appendix A, p. 147). The returns were compared with the list of programs in the Wehrly study (1969) for the purpose of studying state-by-state growth and changes in the programs identified since 1969.

The investigator referred to the Counselor Education Directory (Hollis & Wantz, 1971) for the purpose of supplementing the list of programs not yet received at the time of the first mailing. However, late returns were used to identify programs that were not reported by Hollis and Wantz (1971).

#### Comparative examination of standards for counselor preparation

The three standards used were: (a) Standards for the Preparation of Secondary School Counselors (ACES/APGA, 1967); (b) Standards for the Preparation of Elementary School Counselors (ACES/APGA, 1971); and (c) Proposed Standards for the Preparation of Counselors and Other Personnel Services Specialists (ACES/APGA, 1973). They provided a means for identifying the elementary school counselor preparation experiences. A survey questionnaire was developed for evaluating the elementary school counselor programs of preparation in relation to the ACES/APGA standards.

#### Development and field test of questionnaire and mailing procedures

Several prototype survey instruments were developed and

modified before field testing. The questionnaire was field tested among members of the Michigan Association of Counselor Educators and Supervisors (MACES) and among advanced doctoral students in a counselor education program. Some of the comments and suggestions received from those who participated in the field study were subsequently incorporated in the instrument used in the national survey.

The final questionnaire consisted of four sections. They were arranged so that the respondent could follow directions with a minimum of confusion and continue easily from one section to the next throughout the survey form (see Appendix D, p. 150). The first page of the National Survey form was a cover letter with instructions and information. The second and third pages were devoted to obtaining responses regarding the course work and supervised learning experiences. The respondent was instructed to check whether the learning experiences offered were required courses, units within required courses, elective courses, or units within elective courses. A space was provided to check "NO," meaning the learning experience was not offered. A space for comments was provided for each item.

The fourth page was designed to elicit responses indicating the reasons or rationales for offering the kind of program experiences which were provided. The fifth page contained twelve questions that enabled the respondent to note the way he viewed the role and function of the elementary school counselor. The last page enabled the respondent

to indicate if the counselor education program reflected administrative differences in admissions, academic, or graduation standards for elementary school counselors as compared with secondary school counselors (see Appendix D, p. 150).

A total of 383 counselor education programs were included in the survey. A letter introducing the investigators and the kind of study (see Appendix C, p. 149) was mailed five to seven days prior to mailing the questionnaire. Each questionnaire was accompanied by a postage-paid return-addressed envelope. A follow-up mailing was sent one month later to those identified department chairmen, spokesmen, or directors for graduate counselor education programs whose response had not been received. A cover letter was included in the second mailing (see Appendix E, p. 161). Returns received within one month after the follow-up mailing were included in the tabulation and analysis.

#### Organization of the findings in descending rank order

The information for Chapter IV was arranged so that one may follow the trends in philosophical approaches, courses being offered, practical training experiences, and administrative differences in elementary school counselor education programs. The trends were identified and studied with provisions suggested in the recent publications, including the recommendations of ACES/APGA standards.

Differentiated elementary school programs of counselor education

were defined as programs that required 25 per cent or more of the courses and learning experiences designed specifically for the elementary school counselor (Hill, 1972; Wehrly, 1969). Trends were studied by comparing the required courses in the programs researched by Hill (1972) and Wehrly (1969). The information from some of the primary and secondary sources was compared with findings of this study in descending rank order.

Illustrations such as tables were used as conceptual tools in organizing and presenting the findings of this study. The information is presented in a cumulative and developmental manner. In addition, effort was made to provide continuity among emerging patterns as they appeared.

#### Discussion of the findings, conclusions, and recommendations

Shafer (1969) suggested that analysis ends and synthesis begins at many points of the research process. He listed five phases of synthesis: (a) Preliminary Synthesis; (b) Initial Synthesis; (c) Secondary Synthesis; (d) Final Synthesis; and (e) Implementation of Synthesis.

Trends move gradually and cumulatively in a given direction (Van Dalan, 1973). The comparative analysis was expected to reveal several events occurring at the same time. Included in the study were the changes in elementary school counselor education programs, the writings in journals and books predicting or urging certain changes,



and conference or convention reports in which research on changes were presented.

Barzun and Graff (1957) cautioned researchers to be extremely careful in the verification of truth and causation. The survey respondents generously offered comments of rationale and explanation for their own program requirements. This information was considered and included in the discussion when it seemed representative of findings of this study. Respondents also provided a variety of supportive documents which described their specific programs. A portion of these materials was used in the discussion of the findings and in formulating conclusions.

As facts emerged and trends were observed to move gradually and cumulatively, several factors converged at the same time. The converging and emerging trends contained the substance for discussion, conclusions, and recommendations.

## CHAPTER IV

### THE FINDINGS COMPARED WITH RECOMMENDATIONS OF EXPERTS, ACES/APGA STANDARDS, AND RELATED STUDIES

#### Comparison of Programs Represented by Respondents and Nonrespondents

##### Identification of elementary school counselor education programs

Chief Guidance Officers of the 55 states, territories, and the District of Columbia were mailed letters which requested the names and addresses of chairpersons of programs or departments of counselor education that offered elementary school counselor programs of preparation. Returns from 46 Chief Guidance Officers included lists of colleges and universities. Some lists were undifferentiated. They included some institutions having no counselor education programs and others having programs at multiple levels. These Chief Guidance Officers suggested that questionnaires be sent to heads of all the departments supplied by them.

The Counselor Education Directory by Hollis and Wantz (1971) was used to identify the counselor education programs or departments in the United States, its territories, and the District of Columbia.

The questionnaire was mailed to 383 colleges and universities.

Counselor education program respondents returned 258 of the questionnaires. Information was coded and tabulated from the 67 per cent return. Differentiated programs, which prepare elementary school counselors at the masters degree level, in 234 colleges and universities were identified. The respondents and nonrespondents are shown by number and by per cent in Table 4.1, which illustrates these points.

TABLE 4.1. --Number and percentages of questionnaires returned from university and college respondents

Survey Questionnaires	Number	Per Cent
Mailed	383	100%
Returned	258	67%
Not returned	125	33%
Totals	383	100%

Note. --The percentages are rounded to the nearest whole number.

#### Respondents and nonrespondents compared

Kerlinger (1964) placed importance on the need to learn more about the characteristics of the nonrespondents. These findings focus on and compare some of these characteristics related to differentiated programs among the respondents and the nonrespondents. Table 4.2 (see p. 40) illustrates the number and per cent of programs and non-differentiated programs identified.

Elementary school counselor education programs do not exist in 24 of the colleges and universities studied. The 33 per cent non-response represents 125 colleges and universities. This group of non-respondents could include a portion of either nondifferentiated or no counselor education programs. Some state Chief Guidance Officers suggested that they did not have updated or differentiated lists of counselor education programs.

TABLE 4.2. --Number of programs identified and compared with the number and percentage of respondents and nonrespondents

Programs Surveyed	Number	Percentage
Respondents		
Respondents representing elementary school counselor education programs	234	61%
Respondents representing graduate schools not having elementary school counselor education programs	24	6%
Subtotal	258	67%
Nonrespondents		
Programs surveyed that did not return the mailed questionnaire	125	33%
Total	383	100%

Note. --Percentages are rounded to the nearest whole number.

The return of 67 per cent, however, is considered significant, according to the guidelines of mail survey research (Kerlinger, 1964,

p. 397):

Mail survey returns of less than 40 or 50 per cent are common. Higher percentages are rarer. At best the researcher must content himself with returns as low as 50 or 60 per cent. . . . If mail questionnaires are used, every effort should be made to . . . learn something about the characteristics of nonrespondents.

The professionalism of the population surveyed may account for the significant number and percentage of responses. The assumption could be made then that the population studied in this survey has a greater tendency to complete and return questionnaires which relate to counseling and the counselor education profession.

There is another research approach to gaining perspective in studying the characteristics of the respondents and nonrespondents. The question is apparent: Do the nonrespondents have differentiated characteristics similar to those of the respondents? The present study attempted to arrive at an answer to that question. Therefore, it was necessary to select a method of examining the responses relating to differentiation and to generalize from those responses to the total population of programs surveyed. The method of choice was the inclusive range.

The use of the inclusive range is valid as a tool of measurement (Glass & Stanley, 1970). The inclusive range is used as a means by which the investigator may infer from respondent characteristics to total group characteristics, as long as the group surveyed belongs to

the same identified population.

The inclusive range of  $\pm 7$  per cent was selected as an arbitrary measure of variability. The range, as a means of inference, is coming more into research use, according to Kerlinger (1964). The total programs preparing elementary school counselors is estimated to be within 48 programs of the exact number. The exact estimate is moderated with the use of the  $\pm 7$  per cent inclusive range. Therefore, elementary school counselors are being prepared in as few as 318 programs or as many as 366 programs. The estimate of the programs not preparing elementary school counselors is within the inclusive range of 38.1 to 43.9 programs. These estimates are illustrated in Table 4.3 (see p. 42). The actual number is considered to be within the inclusive range.

TABLE 4.3. --Estimate of total programs in counselor education departments having elementary school counselor education programs compared with an estimate of nonrespondents having no elementary school counselor education programs

School Counselor Education Programs	Respondents	+	Nonrespondents	=	Totals
Questionnaires mailed	254	+	129	=	383
Programs preparing elementary school counselors	234	+	(101-115)	=	(318-366)
Programs not preparing elementary school counselors	20	+	(19.5-22.5)	=	(38.1-43.9)

Note. --The inclusive range of  $\pm 7$  per cent is used to compute the range within which the actual number is estimated to be located.

### Summary of respondent and nonrespondent characteristics

Survey questionnaires were mailed to 383 colleges and universities. Returns were received from 258 respondents. Elementary school counselors were being trained or prepared in 234 identified programs, but 24 indicated they did not have elementary school counselor education programs. The estimate of the nonrespondent and total group characteristics was moderated by use of the  $\pm 7$  per cent inclusive range, within which the actual number is considered or estimated to be located. The nonrespondent characteristics of differentiation are estimated to be like those of the respondents within the inclusive range of  $\pm 7$  per cent.

#### Comparison of ACES/APGA Standards for the Preparation of Elementary School Counselors with National Survey Studies (Hill, 1960-1972; Wehrly, 1969) and the Present National Survey

Faust (1968a, 1968b) noted that the needs of elementary school children and staff should be met by guidance specialists who were more than transplanted secondary school counselors. Counselors should work in the elementary school milieu with different, effective techniques and approaches. Changes in counselor training, philosophy, and practices during the 1960's were reported by Cottingham (1966), Green et al. (1960, 1964, 1968), Moore (1969), and Patterson (1969). More recently Morgan (1974, p. 286) wrote:

If counselors refuse to become true helpers in the very near future, they may find themselves performing even greater numbers of unprofessional functions than they already complain about and other individuals performing the counselor services that counselors have the potential of performing.

Some elementary school counselors have been eliminated in some schools and replaced with social workers. Funding is a reported factor in some situations. Whether they are better equipped to serve the needs of children and their teachers is debatable. Morgan (1974, pp. 286-287) continued the warning:

School counselors, for the last years at least, have been encouraged . . . to become change agents that futurists feel they must become. . . . (Counselors must) stop feeling sorry for themselves and begin to . . . accept their role as professional counselors, that they write their own job descriptions, that they reorder their own priorities so that the helping comes first on their list (of priorities). . . . The alternative--maintaining the status quo-- . . . would seem to . . . make them useless to a large portion of their clientele.

Changes continued which exclude less efficient functions of traditional counselor roles in favor of functional methods and techniques which produce more appropriate changes in children. Hill (1960, 1964, 1968, 1972) and Wehrly (1969) noted a growing number of programs of differentiated elementary school counselor education programs at the masters degree level. They identified as many as 225 programs specifically designed for the preparation of effective elementary school counselor education at the masters degree level.

A portion of the present investigation was designed to compare



findings with the Hill study (1972) and the Wehrly study (1969). The parts of those studies which were replicated are: (a) identification of the numbers of differentiated elementary school counselor education programs; (b) titles and frequency of required courses and supervised learning experiences; and (c) elective learning experiences. The present study is designed to investigate five additional factors. They are: (a) changes and emerging trends in kinds of programs; (b) the rationale and influencing factors in program change; (c) the role and function of the elementary school counselor as perceived by the respondents; (d) the relationship between the perceived role and function of the elementary school counselor and the professional preparation experiences provided to meet the expectations of that role; and (e) administrative differentiation in policies and procedures, if any, between programs of preparation for elementary school counselors and secondary school counselors.

The percentage of respondents in the Hollis and Wantz study (1971) and the Hill study (1972) was greater than the per cent of respondents in the Wehrly study (1969) and in the present study. The information contained in Table 4.4 shows the per cent of returns from the questionnaire surveys and the numbers of differentiated elementary school counselor education programs identified.

The methods and design of the present study were more like those of the Wehrly study (1969) than those of the Hill study (1972).

TABLE 4.4. --National mail survey studies of elementary school counselor education programs at the masters degree level

Percentage and number	Wehrly (1969)	Hollis and Wantz (1971)	Hill (1972)	Present Study
Percentage of questionnaires returned	71.8%	90.0%	88.5%	67.4%
Number of programs identified	225	70	127	234

Both Wehrly and the present study used addresses provided by state departments of education. The Wehrly addresses included some obtained from the USOE directories of NDEA institutes preparing elementary school counselors. (The United States Office of Education published directories which were funded by the National Defense Education Act.) The present study used lists provided by departments of education in the United States, its territories, and the District of Columbia. The studies conducted by Hill (1972) and by Hollis and Wantz (1971) were designed to use the addresses of programs identified in the Hollis and Wantz directory (1971).

The significance of the present study is to be found in the growing demand for differentiated courses by graduate students and the profession. Important to the significance is the growth in numbers of programs and the kinds of learning experiences that were revealed to be differentiated.

### The ACES/APGA Standards comparisons

The ACES Standards (1968) recommended that certain courses in individual guidance techniques and practices be taught in separate sections for elementary school counseling students. The elementary guidance role was described and defended by Ciavarella (1973, pp. 384-385):

Eli Ginzberg levels abrasive charges against the elementary school guidance movement. . . . An economist writing a book on career guidance is about as valid as a school counselor writing one called Manpower Advice: Who Needs It, Who Provides It, Who Can Improve It? . . . Contrary to what Ginzberg believes, we do need guidance services in the elementary school and we need them now.

Counselors should provide developmental services and must be educated in programs that provide specific training in the following areas, according to Dinkmeyer (1973, p. 192):

1. Consulting with teachers individually and in groups.
2. Consulting with parents individually and in groups.
3. Counseling theory process . . . adapted . . . to children.
4. Classroom guidance procedures for effective education with large groups.
5. Learning and human motivation theory that can be directly translated into the educational setting.
6. Behavior modification and motivation modification and procedures for training teachers in these processes.
7. Effective procedures for working with administrators and the total system.

It seems logical that university programs which do not provide this training would not be accredited to train elementary school counselors. . . . (It) has considerable implications for . . . ACES, because it will entail a commitment and involvement of their members.

The following recommendations are that counselor training programs for elementary school counselors provide separate and specific learning experiences in three areas, according to the ACES/APGA Standards (1971, pp. 3-4):

- a. Information regarding the
  1. organization of elementary school.
  2. school curriculum.
  3. philosophy and sociology of schools.
- b. Behavior sciences information in
  1. child growth and development.
  2. personality dynamics.
  3. dynamics of family living.
  4. group dynamics.
  5. theories of learning.
- c. Professional studies in elementary school counseling in
  1. counseling theories and techniques.
  2. group procedures in guidance and counseling.
  3. professional identification, the profession and its ethics.
  4. role definition.
  5. the consultation process.
  6. individual appraisal.
  7. vocational developmental theory.
  8. research skills.

The ACES/APGA Standards (1971, p. 4) recommended three professional training areas. The following items relate to sequenced supervised experiences:

- a. Laboratory experiences are provided. Close supervision is the responsibility of a qualified senior faculty

staff member of prospective elementary school counselors in activities related to the total guidance program. They are appropriate to the counseling student's needs.

- b. Practicum field experiences should provide growth experiences over a period of time in the following activities:
  1. Consultation with teachers individually and in groups.
  2. Consultation with parents individually and in groups.
  3. Counseling in small groups.

Field placements and/or internships were differentiated in the ACES recommendation. On-the-job-experience should be part of the professional preparation of the elementary school counselor. The experience must be under the supervision of well-qualified faculty who visit the site for supervision purposes from time to time as well as an on-site qualified elementary school counselor supervisor.

All the Dinkmeyer (1973) elementary training program suggestions, except his last two, were contained in the ACES Standards (1968) recommendations. The ACES Standards for the Preparation of Counselors and Other Personnel Services Specialists (1973, p. 1) were efforts to draw together all the strengths of the previously published standards:

The standards reflect current thinking concerning the preparation of counselors and other personnel services specialists and combine the three existing statements on counselor preparation previously adopted by the ACES membership.

One objective of this investigation was to evaluate the current

practices in elementary school counselor education programs with respect to the ACES/APGA standards and the recent published related literature of writers in the field. The ACES Standards (1973, p. 10) included the concept that the internship is a post-practicum-experience that provides actual on-the-job-experience and should be given central importance for each student. It should include all activities that a regularly employed counselor staff member would be expected to perform.

#### Required courses compared in descending rank order

The courses required by training departments or programs that were differentiated for elementary school counselors were listed in descending ordinal priority. They were listed from the highest number of most frequently required courses to the least frequently required courses. Some of the learning experiences were included as topics or units of study within courses required in the programs of preparation.

Wehrly (1969) identified 32 courses that were especially planned for elementary school counselor preparation programs. In the present study, 27 differentiated courses were identified for elementary school counselor preparation programs. Table 4.5 (see pp. 51-52) includes a list of those courses in descending rank order and shows a comparison in number and per cent with findings reported by Hill (1972) and Wehrly (1969). In this study respondents representing 25 per cent or more

TABLE 4.5. --List of required courses specifically designed for masters level elementary school counselor programs of preparation obtained in the present study compared with Hill (1972) and Wehrly (1969)

Required Courses of Study	Wehrly (1969)		Hill (1972)		Present Study	
	No.	%	No.	%	No.	%
1. Counseling theory and practice	122	54%	56	34%	203	87%
2. Group procedures	58	26%	36	21%	162	69%
3. Individual appraisal	87	39%	50	31%	155	67%
4. Research skills	52	23%	48	29%	152	65%
5. Supervised laboratory experience	170	76%	137	84%	140	60%
6. Field placement	-	-	-	-	125	53%
7. Vocational or career development theory	51	23%	47	24%	120	51%
8. Child growth and development	53	24%	-	-	120	51%
9. Group dynamics	58	26%	-	-	92	39%
10. Consultation practicum with teachers "a"	7	3%	50	31%	91	39%
11. Internship supervised experience	49	22%	-	-	79	34%
12. Counseling in small groups	-	-	54	33%	78	34%
13. Role definition "b"	69	30%	85	52%	74	32%
14. Consultation practicum with parents "a"	6	3%	50	31%	63	27%
15. Personality theory	22	10%	-	-	63	27%
16. Learning theory	33	15%	-	-	54	23%
17. Elementary school curriculum	43	19%	-	-	39	17%
18. Survey of exceptional childhood disorders	49	22%	-	-	32	14%
19. Learning disabilities	21	9%	-	-	25	11%
20. Paid internships	-	-	-	-	23	10%
21. Sociology of schools	30	13%	-	-	22	9%
22. Psychological disorders of childhood	49	22%	-	-	18	8%

(Continued on next page)

TABLE 4.5 (Continued)

Required Courses of Study	Wehrly (1969)		Hill (1972)		Present Study	
	No.	%	No.	%	No.	%
23. Organizational influence (administrative)	42	19%	-	-	17	7%
24. Professional identification and ethics <sup>a</sup>	42	19%	50	31%	15	6%
25. Dynamics of family living	6	3%	-	-	12	5%
26. Philosophy of elementary schooling	8	4%	-	-	11	5%
27. History and purpose of elementary schools	1	1%	-	-	11	5%

Note.--Courses are listed in descending rank order of frequency required among respondents.

Per cent is rounded to the nearest whole number.

<sup>a</sup>May be included in the course known as "Noncounseling guidance practicum in elementary schools," according to Hill (1972).

<sup>b</sup>May be similar to the course known as "Introduction to or foundations in elementary school guidance," according to Hill (1972).



programs identified 14 required courses, whereas Hill (1972) identified nine such courses and Wehrly (1969) identified seven such courses. Did the courses identified by the Hill study (1972) represent the same as those identified among the 14 courses in this study that were required by 25 per cent or more of the respondents? Where a question existed, the course data were indicated with the symbol "a" or "b." Explanation references are in footnotes in Table 4.5.

Specific required courses found among those of highest priority were listed in descending rank order in Table 2.2 (see p. 11) and Table 4.6 (see p. 54). Some of the course content (Green et al., 1968) may be considered within courses among those found to be lower in priority in the recent studies, including the present study.

The course, Individual Appraisal, appeared high in priority among three of the four studies in Table 4.6. Other related learning experiences may have been subsumed under such titles as Individual Testing, Psychometrics, Educational Testing, and Research Skills. They maintained a high priority among respondents in all four studies.

Group theory and procedures and group practicum course experiences appeared in the three latest studies reported in Table 4.6. The counselor is often confronted with deciding what to do with a group of children. He needs to consider the children's ages, the sex composition of the group, the length and frequency of meetings, the group size, goals, and appropriate group approaches (Keat, 1974b). Group

TABLE 4.6. --Specific courses for the elementary school counselor listed in priority order of required courses, as reflected in four national studies, 1960-1974, inclusive

Green et al. (1960)	Wehrly (1969)	Hill (1972)	Present Study
1. Techniques of counseling	1. Guidance and counseling practicum	1. Counseling practicum with children	1. Counseling theory and techniques
2. Individual mental testing	2. Guidance in the elementary schools	2. Introduction to or foundation of elementary guidance and counseling	2. Group procedures
3. Principles of guidance	3. Individual appraisal	3. Counseling theory	3. Individual appraisal
4. Mental hygiene	4. Principles of guidance	4. Practicum in group work with children	4. Research skills
5. Tests and measurements	5. Introduction to guidance	5. Noncounseling guidance practicum in the elementary schools	5. Supervised laboratory experience
6. Psychology of exceptional children	6. Psychometrics	6. Individual appraisal of elementary school children, nontesting	6. Field placement
7. Seminar in guidance	7. Group practicum in elementary school guidance	7. Psychological testing of children	7. Vocational or career development theory
8. Analysis of the individual		8. Educational testing of children	8. Child growth and development
9. Practicum in counseling		9. Group work theory for work with elementary school children	9. Group dynamics
10. Organization and administration of guidance			10. Consulting practicum with teachers

counseling is increasingly being preferred to individual counseling. Faust (1968) supported group counseling. It saves the counselor's time. Children learn and unlearn unacceptable behaviors in groups.

Field Placement, Vocational or Career Development Theory, and Consulting Practicum with teachers were found to appear for the first time among the ten most frequently required courses. The ACES/APGA Standards (1971) recommended that supervised experiences should be in realistic practical settings in the elementary school.

The most significant consulting relationships were with school people. They focus upon the school learning environment (Faust, 1968; Fullmer & Bernard, 1972). Consulting with parents is secondary in effectiveness to consulting with school personnel and pupils. Consultation promotes effective human relations that are conducive to optimum learning. In the present study, 39 per cent of the programs or departments require a consultation practicum with teachers and 27 per cent of the programs or departments require a consultation practicum with parents.

A field placement in consulting is described as an experience in which the counselor develops consultation skills under supervision. A growing number of departments or programs tend to reflect the ACES/APGA Standards (1971) recommendations in requiring field placement experiences.

There is an increase of required courses in Vocational or

Career Development Theory. Wehrly (1969) found that 23 per cent of the programs offered a course in Vocational or Career Development Theory especially designed for the elementary school counselor. Nearly a third of the respondents in the Hill study (1972) reported they offered a course in Vocational or Career Development Theory for the elementary school counselor. It was a required course in 51 per cent of the departments or programs, according to the present study. An additional 15 per cent of the respondents in this study reported that their departments or programs provided the course as an elective for elementary school counselors. Another 33 per cent of the respondents reported that a unit in Career Development Theory was required or elective within a course of study especially designed for elementary school counselors.

A total of 155 respondents reported that their departments or programs offered professional Vocational or Career Development Theory studies (ACES, 1968, pp. 3-4) as an elective or a requirement utilizing materials appropriate to elementary school counselor's training. Additionally, 68 respondents reported that their departments or programs required or offered the topics by the same titles as units within a course. The theory and appropriate materials were designed for the elementary school counselor. These findings revealed that 223 departments or programs attempted to provide Vocational or Career Development Theory with training especially differentiated in some way for elementary school counselors.

Career guidance applies to all pupils. Career education is continuous and should be sequential from kindergarten through adult life. This concept was developed by the California Personnel and Guidance Task Force (Cunha, 1972). It is typical of the views published by several counselor educators.

#### Growth in average number of differentiated courses

The Wehrly study (1969) identified an average of five courses specifically designed and required for elementary school counselor preparation. An average of four such courses was identified by Hill (1972), whereas an average of seven such courses was identified in the present study. The comparison of these findings is shown in Table 4.7 (see p. 58).

The ACES/APGA Standards (1971, p. 3) for The Preparation of Elementary School Counselors prescribed a program of studies suggestion:

Information on the educational setting is provided concerning the purposes and organization of the elementary school, school curriculum, philosophy, and sociology of school.

Respondents who reported that the programs they represented required courses in purposes and organization of elementary school, school curriculum, philosophy, and sociology of schools have shown a slight decrease from the findings reported by Wehrly (1969). However, the

TABLE 4.7. --Average number of differentiated required courses compared with the Wehrly (1969), Hill (1972), and present studies

Differentiated Studies	Wehrly (1969)	Hill (1972)	Present Study (1974)
Number of programs identified	225	163	234
Average number of differentiated required courses	5	4	7

respondents who reported the courses as required or recommended as electives show a 29 per cent increase as reported in Table 4.8. The results indicate an effort to implement the ACES/APGA recommendations in the elementary school counselor education programs.

TABLE 4.8. --Courses related to the educational setting and recommended by the ACES/APGA Standards (1971) compared with the findings of the Wehrly Study (1969) and the present study

Title of Courses Recommended by ACES/APGA Standards (1971) in SECTION II: B.l.a. Courses Required and/or Elective	Wehrly (1969)		Present Study	
	No.	%	No.	%
Elementary school curriculum	43	19%	106	48%
Sociology of schools	30	13%	86	37%
Organizational influences	42	19%	86	37%
Philosophy of elementary schooling	8	4%	88	38%

The ACES/APGA Standards (1971, p. 3) stated:

Work from the behavioral sciences is provided in child

growth and development, personality dynamics and theories, dynamics of family living, group dynamics, and theories of learning.

An increase in the numbers of courses required in the behavioral sciences is revealed in the present study. The data analysis was made with the findings of the Wehrly study (1969). This increase demonstrates considerable effort in the universities and colleges studied to implement the ACES/APGA Standards (1971) recommended in the behavioral sciences. Table 4.9 illustrates the comparative growth in the numbers of behavioral science courses provided.

TABLE 4.9. --Courses related to the behavioral sciences and recommended by the ACES/APGA Standards (1971) compared with the findings in the Wehrly Study (1969) and the present study

Title of courses recommended by ACES/APGA Standards (1971) in SECTION II: B.l.b. Courses Required and/or Elective	Wehrly (1969)		Present Study	
	No.	%	No.	%
Child growth and development	53	24%	194	83%
Personality theory	22	10%	167	71%
Dynamics of family living	6	3%	90	38%
Group dynamics (theory)	58	26%	169	72%
Learning theory	33	15%	157	67%

The ACES/APGA Standards (1971, p. 4) recommend that a program of studies should include a minimum of eight courses in its professional studies as follows:

1. Counseling theories and techniques.

2. Group procedures in guidance and counseling.
3. Professional identification, the profession and its ethics.
4. Role identification, program development, and coordination of elementary school services.
5. The consultation process.
6. Individual appraisal.
7. Vocational developmental theory, with the use of appropriate materials for elementary school children.
8. Research skills to enable the elementary school counselor to understand the relevant research and to appraise the outcomes of his services.

The standards used in this study were essentially the same as those used in the Wehrly study (1969). They were known then as ACES Standards for the Preparation of Elementary School Counselor Education Programs (1968). The present study used the ACES/APGA Standards (1971). There was evidence that the programs represented by the respondents in the present study have been developed to reflect compliance to the recommendations of the ACES/APGA Standards (1968, 1971) in the professional studies portion of the standards.

An increase in the number and percentage of departments or programs which provide these professional courses is shown in this study beyond those reported by the Wehrly study (1969). The only exceptions are found in items three and four of the recommendations. Role definition increased only 2 per cent and professional identification is provided in 13 per cent less of the programs reported. However, the



report is not as serious as the figures indicate. Refer to Table 4.10 (see p. 62 ).

Role definition. Role definition, program development, and coordination of guidance services were required as units of study within 105 programs and were elective units in 30 other programs or departments. Units of study that related to role definition, program development, and coordination of elementary school guidance services were integral to 223 differentiated programs representing 95 per cent of the programs identified.

Professional identification. Professional identification, the profession and its ethics, was required in 168 programs or departments as a unit of study within courses. It was offered as an elective unit in 36 other courses. It was offered as a course or unit of study within a course in 223 programs or departments representing 95 per cent of the programs identified.

Counseling theories and techniques. This course was reported as being taught as a differentiated course or unit in 100 per cent of the 234 programs. Respondents reported that counseling theories and techniques was taught as a course in 207 programs, which represented 88 per cent of the elementary school counselor education programs. The course was being taught in 47 per cent more of the programs reported in the present study than in 1969. This increase shows a growth rate of 9.4 per cent per year.

TABLE 4.10. --Differentiated professional studies as recommended in the ACES/APGA Standards (1971), the Wehrly Study (1969), and the present study compared

Differentiated Courses and Units in Professional Studies	Wehrly (1969) Courses Required No.    %		Present Study						Total Studies Having the Same Title No.    %			
			Courses			Units						
			Required No.    %	Elective No.    %	Elective No.    %	Required No.    %	Elective No.    %	Elective No.    %				
1. Counseling theories and techniques	122	54%	203	87%	2	1%	24	10%	2	1%	231	99%
2. Group procedures in guidance and counseling	58	26%	162	69%	36	15%	25	11%	3	1%	226	96%
3. Professional identification, the profession and its ethics	*	79%	15	7%	2	1%	167	72%	36	72%	221	94%
4. Role definition, program development, and coordination of elementary school services	69	30%	74	32%	10	4%	105	45%	30	13%	219	94%
5. The consultation process	*	81%	34	14%	7	3%	131	56%	40	17%	211	90%
6. Individual appraisal	87	39%	149	64%	21	9%	-	-	40	17%	210	90%
7. Vocational or career development theory, use of appropriate materials for elementary school children	51	23%	125	53%	23	10%	64	27%	14	6%	226	95%
8. Research skills	52	23%	152	65%	21	9%	35	15%	11	5%	219	94%

Note. --Percentages are rounded to the nearest whole number. Units are defined as units of study within courses.

\*Units of study available only in percentages in the Wehrly study (1969).

Group procedures in guidance and counseling. The subject was reported as a differentiated course in 187 programs of preparation. This study revealed 129 more programs and/or departments offer courses in group procedures in guidance and counseling than were reported in the Wehrly study (1969). This gain of 224 per cent more programs than reported by Wehrly (1969) represents a growth rate of 44.8 per cent per year since 1969 and is illustrated in Table 4.11.

TABLE 4.11. --Growth of differentiated professional studies recommended in the ACES/APGA Standards (1971), illustrated by number, per cent, and growth rate since the Wehrly Study (1969) to the present study

Title of the Professional Studies	Wehrly (1969)	Present Study	Increase No.	%	Growth Rate %
1. Counseling theories and techniques	122	207	58	47%	9.4%
2. Group procedures in guidance and counseling	58	187	129	224%	44.8%
3. Professional identification, the profession, and ethics	-	223	-	15%	3.0%
4. Role definition, program development, and coordination of elementary school guidance services	69	84	54	15%	3.0%
5. The consultation process	-	212	-	-	1.9%
6. Individual appraisal	87	160	75	80%	17.0%
7. Vocational career developmental theory including the use of appropriate materials for elementary children	51	159	99	174%	34.8%
8. Research skills to enable the elementary school counselor to understand . . . research and to appraise . . . his services	52	173	121	233%	46.6%

Note. --Where the "-" appears in the Wehrly study column only units of study within courses were available. The growth rate is computed from the information available in Table 4.10 (see p. 62) in those situations.

Professional identification, the profession, and its ethics.

Professional identification, the profession, and its ethics was a unit of study in 1969. It has become an integral part of 221 programs for preparing the elementary school counselor. The increase of 15 per cent depicts a growth rate of 3.0 per cent per year.

The consultation process. The consultation process is a differentiated unit of study for elementary school counselors. It has become an integral part of programs of preparation for the elementary school counselor. This 9 per cent increase reveals an annual growth rate of 3.0 per cent since the Wehrly study (1969), as shown in Table 4.11 (see p. 63).

The present study revealed that the subject is required as a course in 34 programs and was offered as an elective course in seven additional programs (see Table 4.10, p. 62). The consultation process was offered as a course or unit of study in a total of 211 programs.

Role definition, program development, and coordination of elementary school guidance services. Role definition, program development, and coordination of elementary school guidance services is a course offered in 15 more programs than reported by Wehrly (1969). The course is provided in 84 differentiated programs. Also, the subject is offered as a unit of study in 135 programs (see Table 4.10). It is an integral part in a total of 219 or 94 per cent of the identified elementary counselor education programs.

Individual appraisal. Individual appraisal is offered in 83 more programs of preparation for elementary school counselors than reported in the Wehrly study (1969). It is a course in 160 departments and a unit of study in 40 additional programs. Individual appraisal is a differentiated study in 90 per cent of the counselor education programs identified.

Vocational career developmental theory. Vocational career developmental theory is differentiated using appropriate materials for elementary children. The present study revealed an apparent trend, when compared with two previous studies. Wehrly (1969) reported 23 per cent of the departments and/or programs studied offered the differentiated course. Hill (1972) found that 24.5 per cent of the differentiated counselor education programs offered the course. In the present study the course is provided in 68 per cent of the differentiated counselor education programs identified. Additionally, 33 per cent more departments and/or programs offer the subject as a unit of study designed for elementary school counselors. The topic is offered as a unit of study or a course in 226 or 95 per cent of the differentiated elementary school counselor education programs identified.

Research skills. The course in research skills was reported as offered in 173 programs identified in the present study. Since 1969, 121 more programs and/or departments offer the course designed for elementary school counselors. It is differentiated in 20

per cent of the programs in units of studies within a course. This growth indicated an increase of 233 per cent. The growth rate for those years was 46.6 per cent (see Table 4.11, p. 63). This effort by 94 per cent of colleges and universities to offer research skills in differentiated elementary school counselor education programs suggests that professional educators have made an effort which attempts to implement courses congruent with the recommended ACES/APGA standards.

Professional studies. Professional studies is a category containing the professional and supervised learning experiences. The elementary school counseling programs recommended by the ACES/APGA Standards (1971), as shown on pages 48 and 49 of this study, have increased within the past five years in each of the eight professional studies listed. A growing number of counselor education programs offer the recommended professional studies as courses. Some, however, included them as units of study within courses. Wehrly (1969), reported that a total of 560 of the professional studies being offered were differentiated. The present study revealed that a total of 1,413 of the professional studies were differentiated. This increase represents a growth of 713 differentiated professional studies within the five years.

#### Elective courses compared in descending rank order

Elective courses. Many elective courses were listed among

the required courses by many of the programs reported earlier in this chapter. However, the provision of offering essential cognate courses as electives enabled the student and advisor to exercise the flexibility to individualize the student's programs to meet his needs and interests.

Students in counselor education programs may find there is a demand for specific skills or competencies within their own community which may not exist in the other elementary schools. The ACES/APGA Standards (1971, p. 2) recommended a minimum of a one year program (SECTION II: A. 1.) in which flexibility should be provided within the curriculum. This provision allows for individual differences and competencies. Interdisciplinary planning and cooperation enable the student and his advisor to plan a program in which the individual's understandings and skills are developed beyond the minimum requirements of the program.

The common core of general areas considered necessary in the preparation of all counselors, according to ACES/APGA Standards (1973, pp. 6-7), is:

Emphasis is placed on psychological, sociological, and physiological approaches (i. e., human behavior and abnormal personality theory and learning theory).

The ACES/APGA Standards (1973) revealed a recognition of needs of the counseling student developmentally as well as needs for preparing him to serve pupils in the public schools at their given developmental

levels of need. Counselor education programs are shown to provide flexibility through differentiated elective courses (see Table 4.12).

TABLE 4.12. --Number and percentage of elective courses offered by elementary school counselor education programs and/or departments

Title of Courses	Number	Per Cent
1. Survey of exceptional children	130	56%
2. Learning disabilities	123	53%
3. Theories of learning	103	44%
4. Personality theory and dynamics	102	44%
5. Psychological disorders of childhood	91	39%
6. Elementary school curriculum	91	39%
7. Dynamics of family living	78	33%
8. Sociology of schools	69	30%
9. Group dynamics	67	29%
10. Child growth and development	66	28%
11. Organizational influence in elementary schools	55	23%
12. Paid internships	54	22%
13. Internship experiences	53	22%
14. Philosophy of elementary schools and schooling	47	20%
15. History and purpose of elementary schools	43	18%
16. Group procedures in guidance and counseling	36	15%
17. Vocational-career development theory	25	11%
18. Research skills	22	9%
19. Individual appraisal	21	9%
20. Practicum consultation with parents	14	6%
21. Field placement	13	6%
22. Role definition, program development, and coordination of elementary school guidance services	12	5%
23. Supervised laboratory experiences	11	5%
24. Practicum consultation with teachers	9	3%
25. The consultation process (theory)	7	3%
26. Professional identification, the profession, and its ethics	4	2%
27. Counseling theories and techniques	2	1%

Note. --Courses are organized in descending rank order. Percentages are rounded to the nearest whole number.



Survey of exceptional children. Survey of exceptional children is frequently taught by either the psychology or the special education department. The survey of exceptional children was offered as an elective course in 130 programs representing 56 per cent of the programs identified in this study. This response suggests an awareness exists that the survey course concerning exceptional children is important for the preparation of elementary school counselors. Wehrly (1969) reported the course was taught in 40 programs. It is offered as an elective or required course in 163 of the presently identified programs.

Learning disabilities. The course in learning disabilities is a more specialized course among training programs in the educationally related problems of exceptionally handicapped children. Could it be that the counselor is faced with this type of situation early in the educational life of the child? The course is offered to help the counselor identify and work with both pupils and teachers of pupils with learning disabilities. It was offered as an elective in 123 programs representing 53 per cent of the respondents in programs identified. It was offered as an elective or required course in 64 per cent of the programs.

Cruickshank (1971) listed 38 terms for learning disabilities used to distinguish the conditions grouped as being among the minimal brain dysfunction syndrome. Educators and teachers were often prepared to work with the "normal" child, but found a need for consultation

and specialized support in teaching the child with one or multiple learning disabilities.

The Research and Development Center in Early Childhood Education of the Handicapped, located at the University of Oregon, was described by Blum (1971, pp. 676-678) in an interview article with George Sheperd, the first director of the center:

If a child at this early primary level does not learn or achieve, he starts falling behind. The further he falls behind the greater the gap becomes and pretty soon someone labels him.

The intent is to reach them at an earlier stage in their education and correct their behavior with the expectation that they will not eventually be labeled or categorized.

It would be very foolish for us to only be concerned with the child prior to school age and not know or work with what happens to that child after he reaches the school system.

Keat (1974a) considered the importance of the elementary school counselor in developing expertise in the area of child development. He should focus on the child's developmental needs and share his understanding with significant others in the child's living environment. Learning disability specialists may serve in diagnostic and prescriptive educational situations. The collaborative relationship is considered of utmost importance, suggesting a cooperative relationship, in which the teacher, consultants, and parents work together to understand and resolve the problems. The counselor-consultant must have a working knowledge of the ways to implement prescriptions

of learning experiences for the individual having learning disabilities.

Application of knowledge and skills to the needs of people and curriculum was differentiated at the developmental age and chronological age as the pupil progresses through the school system. Fullmer and Bernard (1972) suggested that the counselor-consultant should assume leadership in discussions with students, teachers, parents, and administrators regarding processes in education. Counselor-consultants are to assume the facilitation of in-service education for the purpose of permeating the entire school curriculum with the developmental philosophy and skills. His influence is utilized at each developmental level within the school and classroom.

Personality theory. The course in personality theory was reported as an elective course in 102 programs. It was required as a course in three additional programs. Personality theory was reported required or elective as a course among 44 per cent of the programs identified in the present study.

Theories of learning. The course in learning theories was elective in 103 of the programs identified in this study. It was a required course in two other programs. Learning theories as a course is offered by 44 per cent of the differentiated programs identified in the present study.

Elementary school curriculum. Studies in elementary school curriculum were presented in a review of recommendations (Keat,

1974a). Increased concern is shown among counselor educators in recommending that the elementary school counselor become skilled in knowledge of curriculum theory. The elementary school curriculum course was offered as an elective course in 91 programs and required as a course in two additional programs, representing approximately 39 per cent of the differentiated programs identified.

Dynamics of family living. The dynamics of family living has both the psychological and sociological dimensions. Dynamics of family living was a required course in one of the programs and was an elective course in 78 additional programs. The course was offered in approximately 33 per cent of the programs. ACES/APGA Standards (1971) recommended that these studies be included among those from the behavioral sciences, designed especially for elementary school counselor education programs.

Sociology of schools. The challenges facing educators in a changing society are significant for the counselor-consultant who fills his professional role functions within the sociology of the elementary schools. The problems children experience in search of identity in their relationship with peers and school authority become crucial. A course was offered as an elective called "Sociology of Schools" in approximately 30 per cent of the identified programs in the present study.

Group dynamics. Group dynamics is sociological and/or

psychological. It is offered as an elective course among 67 of the programs reported. Group dynamics was a required course in two additional programs. It is available in approximately 29 per cent of the elementary school counselor education programs. The course known as "group procedures" included some of the content that is found in either a course in group dynamics or dynamics of family living. Group procedures was offered in 15 per cent of the programs identified in this study. These two similar courses are foundation courses for the theory course in group procedures. When combined, they are available in approximately 44 per cent of the differentiated programs.

Child growth and development. Child growth and development was reported by many respondents as a required course at the undergraduate level. However, they added, if a student did not have the course in his transcript, it would be required in his program. It was offered as an elective course in 66 programs and was required as part of two additional programs. This course was offered in approximately 28 per cent of the differentiated programs.

Organizational influence and administration in the elementary schools. The effective counselor-consultant must be aware of the organizational influence and administration (formal and informal) in the elementary school. This course is an elective in 23 per cent of the programs identified. Faust (1968) noted that the most significant

consulting relationships were with people regarding conditions in the school. The counselor's time and energies should be focused, not spread upon the school learning environment. The safest foundation for sound counselor education is that which provides a comprehensive preparation program leading counselors to be generalists in pupil personnel services (Hill, 1968). Therefore, the study revealed support for including these courses among counselor education programs. The ACES/APGA Standards (1971) recommended that they be designed and offered specifically in programs for the preparation of the elementary school counselor.

Philosophy of elementary schooling. The course, philosophy of elementary school, is a basic course. Many respondents commented that the subject is important for the elementary school counselor education program. The philosophy of elementary schooling is an elective course in 47 programs. The course is a foundation course offered to undergraduate students and required in approximately 20 per cent of the differentiated programs studied.

Margaret Mead stated, "My grandmother wanted me to have an education, so she kept me out of school," according to Reimer (1971), who in contrast said, "No child fails to learn from school." They all learn that the path to secular salvation is through school, providing a necessary bridge from childhood to life. How could the elementary school counselor-consultant understand the rationale and methodologies

used, without having an understanding of the philosophy of elementary schooling?

Getzels, Liphan, and Campbell (1968) stated that the proportion of role and personality factors determining pupil behavior differed among school systems. The differences of behavior are factors dependent upon the personality and role of the leadership as perceived by pupils and staff. Administration deals with the interplay of role and personality components of behavior. Elementary school counselors may consult more effectively if they understand the dynamics and philosophy of this interplay.

History and purposes of elementary schools. The history and purpose of elementary schools is a basic course offered as an elective in 43 programs. Programs and/or departments that offered this elective course represented 18 per cent of the differentiated programs.

The consultation process. The consultation process is an elective course in 3 per cent of the programs represented. More insight into the importance placed on the consultation process is gained when viewed as a unit of study. The next two subsections present the topics as units of study in required and elective courses.

#### Required units of study compared

Units within required courses. Little or no uniformity was found regarding the quality of the units of study within required courses.

Table 4. 13 (see p. 77) presents a comparison of the units of study within required courses reported by respondents. One might assume that sufficient demand or need for the subject as a differentiated course has not yet developed among those served by some counselor education programs. Another assumption could be made, that awareness of the subject area has not increased to the level at which there is a need to include the topic in a differentiated course of study. Therefore, the topics may be differentiated according to student need and interest as units of study within generic courses for all counselor education students.

Professional identification, the profession, and its ethics.

The professional identification, the profession, and its ethics was reported as a unit of study in 72 per cent of the programs identified. This unit was taught in a required course by the largest number of differentiated programs.

The consultation process. The second highest priority unit of study within a required course was the consultation process. A unit having the title of the consultation process was required in 56 per cent of the programs reported in the study. The consultation process is a required unit in 131 of the elementary school counselor education programs.

Role definition, program development, and coordination of elementary school guidance services. Respondents in 45 per cent of



TABLE 4. 13. --Units of study within required courses designed for the elementary school counselor student

Title of the Unit of Study	Number	Per Cent
1. Professional identification, the profession, and its ethics	168	72%
2. The consultation process	131	56%
3. Role definition, program development, and coordination of elementary school guidance services	105	45%
4. Practicum consultation with parents	87	37%
5. Practicum consultation with teachers	86	37%
6. Practicum counseling with small groups of pupils and/or parents	85	36%
7. Dynamics of family living	65	28%
8. Vocational or career development theory including the use of appropriate materials for elementary school children	74	27%
9. Organizational influences in the elementary schools (administrative)	51	22%
10. History and purpose of elementary schools and schooling	47	20%
11. Field placement in appropriate settings under supervision of qualified elementary school counselors	40	17%
12. Psychological disorders of childhood	38	16%
13. Laboratory practicum experiences	36	15%
14. Individual appraisal	35	15%
15. Research skills	35	15%
16. Philosophy of elementary schooling	35	15%
17. Group dynamics	34	15%
18. Theories of learning	34	15%
19. Personality theory	26	11%
20. Group procedures in guidance and counseling	25	11%
21. Counseling theories and techniques	24	10%
22. Elementary school curriculum	24	10%
23. Learning disabilities	21	9%
24. Survey of exceptional children	18	8%
25. Sociology of schools	18	8%
26. Child growth and development	16	7%
27. Internship	10	4%

Note. --Titles are listed in descending rank order of frequency reported. Percentages are rounded to the nearest whole number.

the differentiated programs reported that role definition, program development, and coordination of elementary school guidance services was required as a unit of study.

After the first three units of study listed in Table 4.13 (see p. 77), there is a considerable decrease in the frequency of programs in which the remaining required units of study are differentiated. The fact that these units continued to show a decrease in priority among the respondents does not indicate they are less important. Many of these topics were shown earlier to have made impressive increases as required courses within recent years. They appear again among elective units of study.

#### Elective units of study compared

Units within elective courses. Units within elective courses are not necessarily less important. In fact, they provide for a greater flexibility.

ACES/APGA Standards (1973) suggested that flexibility should be provided within the curriculum to allow for individual differences in competencies developed before entering a counselor education program. The elective courses and units were seen as additional enrichment opportunities in which the student would be enabled to develop skills and competencies beyond the "minimum requirements" of the program. The standards provided objectives for continuous evaluation.

Evaluation and flexibility could enable the student to have an additional experience to strengthen a skill or specialty. The elective units are listed in descending rank order in Table 4.14 (see p. 80).

One additional advantage in offering many of the topics as units of study was reflected in topical seminars or reading courses. Elementary school counseling students can concentrate on areas in which weaknesses and interests could be strengthened, broadened, or pursued in depth without taking or repeating a semester course.

Practicum consultation. The consultation practicum with teachers was offered as an elective unit in 25 programs. The consultation practicum with parents was available in 42 programs as an elective unit of study.

Field placement. Differentiated field placement experiences were elective as units within academic courses in 16 programs. The topics offered within elective or required courses as units of study were an important part of many programs. Elective alternatives provide for flexibility and individualization of programs for elementary school counselor students.

#### Programs of supervised experience

The ACES/APGA Standards (1971) recommended that supervised experiences in counseling and other guidance activities should be provided as an integral part of the total counselor education program. The

TABLE 4.14. --Units of study within elective courses designed for the elementary school counselor student

Title of the Unit of Study	Programs	
	No.	%
1. Practicum consultation with parents	42	18%
2. Philosophy of elementary schooling	41	18%
3. The consultation process	40	17%
4. History and purpose of elementary schools and schooling	40	17%
5. Role definition, program development, and coordination of elementary school guidance services	32	14%
6. Organizational influences in the elementary schools	32	14%
7. Practicum counseling with small groups of pupils and/or parents	29	12%
8. Practicum consultation with teachers	25	11%
9. Psychological disorders of childhood	24	10%
10. Learning disabilities	23	10%
11. Dynamics of family living	20	9%
12. Group dynamics	20	9%
13. Sociology of schools	17	7%
14. Elementary school curriculum	17	7%
15. Theories of learning	16	7%
16. Field placement in appropriate settings under the supervision of qualified elementary school counselors	16	7%
17. Vocational or career development theory, including the use of appropriate materials for elementary school children	16	7%
18. Research skills	12	5%
19. Child growth and development	12	5%
20. Practicum laboratory experience	12	5%
21. Survey of exceptional children	10	4%
22. Individual appraisal	8	3%
23. Personality theory and dynamics	7	3%
24. Professional identification, the profession, and its ethics	4	2%
25. Group procedures in guidance and counseling	3	1%
26. Counseling theories and techniques	2	1%
27. Internship	2	1%

Note. --Titles are listed in descending rank order of frequency among respondents. Percentages are rounded to the nearest whole number.

standards provided guidelines for appropriate settings in counselor education programs for elementary school counselors. Opportunities may be provided to have counseling experiences among a variety of elementary school and agency personnel with faculty and on-site qualified supervision.

Daane et al. (1965) urged elementary school counselors to consult with parents and teachers regarding the different child or a child in difficulty. A four point focus on practical experience was described by Gum (1969, p. 52):

1. Observe children and consult with teachers and parents.
2. Counsel adults.
3. Counsel children in grades kindergarten through sixth using appropriate verbal and play media.
4. Focus on group procedures.

He challenged the educational community to support the school environment to work toward enhancement of programs and services for children's fullest development.

The profession was not yet prepared to offer the services that society and legislation were willing to buy, according to Parker (1968). The findings of this study indicate that the profession has made an attempt to alter that situation. The counselor who enters the elementary school counseling profession is trained and has the skills to deliver professional services in breadth and depth. The programs have moved toward developing the supervised practical experiences following a

planned sequential training program, which tends to ensure specified competencies and skills upon graduation from the program. Table 4.15 (see p. 83) illustrates the programs providing supervised practical experiences.

The investigator did not assume the supervised experience was unavailable in programs in which there was no response to specific experiences. Neither could the conclusion be made, when a specific experience was reported as not offered, that the experience was actually unavailable in a program. The reason is that respondents may have overlooked these related items. Some programs provided for these specific supervised experiences within the objectives of supervised experiences. Field placement experiences are available in approximately 84 per cent of differentiated programs. Also, internships are available in approximately 62 per cent of the programs reported.

#### Supervised practical experiences

Laboratory experiences. The laboratory experience is designed to isolate the situation from life around the laboratory by eliminating many of the extraneous influences that may affect the dependent variable (Kerlinger, 1964). In the counseling laboratory, the counselor-in-training is to apply his learning, improve his techniques, and receive supervision.

The laboratory experiences were required in 67 per cent of

TABLE 4. 15. --Supervised practical experiences designed for elementary school counselor education provided in a required or elective course or unit of study

Title of Supervised Practical Experience	Required Course				Studies Unit				Elective Course		Studies Unit				Not Offered		No Item Response	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
1. Laboratory experience	143	61%	39	16%	11	5%	12	5%	18	8%	15	6%						
2. Practicum experiences																		
Consultation with teachers	95	41%	90	38%	9	4%	25	11%	8	3%	13	6%						
Consultation with parents	68	30%	92	40%	11	5%	42	18%	12	5%	20	9%						
Counseling in small groups of pupils or parents	23	10%	90	38%	15	6%	29	12%	11	5%	16	7%						
3. Field placement	126	54%	41	17%	13	6%	16	7%	20	9%	20	9%						
4. Internship experience	79	34%	10	4%	53	23%	2	1%	68	27%	23	10%						

Note. --Percentages are rounded to the nearest whole number.

the differentiated programs, according to Wehrly (1969). This study, summarized in Table 4.15 (see p. 83), reveals that the laboratory experience is required in approximately 77 per cent of the differentiated programs. The growth in programs requiring laboratory courses represented a 10 per cent increase. This growth may reflect an improved quality in programs that were in existence during the Wehrly study (1969) which reported that 83 per cent of the differentiated programs offered some type of laboratory experiences. This study revealed that a total of 87 per cent of the differentiated programs had some type of laboratory experience for elementary school counselors.

The laboratory experiences were required as courses and/or units of supervised training in approximately 76 per cent of the programs. A supervised laboratory experience was described as sequential and integrated into the total preparation programs, according to the ACES/APGA Standards (1971).

Practicum experiences. The elementary school counseling student has practicum experiences as a counselor-consultant each week. He observes and participates. Qualified on-site counselors and/or senior faculty counselor educators supervise these learning situations. Some of the program respondents reported they simulated practicum experiences in their laboratories, whereas most practicums were a combination of field and laboratory experiences.

Consultation with teachers. The practicum experience involving



skill development experiences in consultation with teachers was offered in 94 per cent of the programs. Consultation with teachers was required as a course in 41 per cent of the programs as a unit or part of practicum in 38 per cent of programs.

Consultation with parents. Skill development opportunity in consultation with parents as practicum experiences have practically as high a priority among program respondents as consultation with teachers. The counselor-consultant experience with parents is a different type of experience which requires skill development in relating and communicating with parents. It was a required course in 30 per cent of the programs and a required unit in an additional 40 per cent of the programs and was an integral part of the differentiated elementary counselor education programs. Consulting with parents was provided as an elective course in 5 per cent of the programs.

Most of the consultation experiences may be provided in courses or units of study. Approximately 94 per cent of the programs provide for practicum consultation experiences and nearly 79 per cent of the programs require them. However, about 3 per cent do not offer the practicum experience in the consultation processes. Another 6 per cent of the respondents did not answer these items on the questionnaire.

Counseling with small groups. A practicum experience of counseling in small groups with children or with parents is provided in 66 per cent of the programs and required in approximately 48 per cent

of the programs. It is noteworthy that 38 per cent of the programs required group counseling opportunities as a unit within the practicum experiences. Additionally, 10 per cent indicated the practicum was a required course in which counseling students actually counseled with small groups of children and/or parents under supervision. However, group procedures in guidance and counseling for elementary counselors is offered in approximately 98 per cent of the programs. It is required as a course or unit of study in 80 per cent of the programs identified.

Field placement. In this study a field placement experience is more than a practicum and less than an internship. It may last for several hours one or more days a week. The field placement is required by 167 of the programs. It is required in 71 per cent of the programs. It is offered as a course in 54 per cent and/or a unit in 17 per cent of the differentiated elementary counselor education programs identified. The field placement experience was provided as an elective course in 6 per cent and a unit of study in an additional 7 per cent of the programs identified. One could assume that elementary school counselors are graduating from approximately 18 per cent of the programs in which the field placement experience was not available, however, some respondent oversight could moderate that conclusion.

Internship experience. The ACES/APGA Standards (1971) imply that the internship experience is an advanced, on-the-job, supervised experience in which the counseling student identifies with

the role and function of the elementary school counselor. Also, he is responsible for serving as an elementary school counselor. Internship is an alternative terminal supervised placement for counselors graduating from a counselor education program (White & Parsons, 1974).

The respondents in the present study reported that the internship is required for course credit in 34 per cent or required as a unit within a course in 4 per cent of the programs. It is offered for an elective course credit by 23 per cent and a unit of study by less than 1 per cent of the programs identified. An internship experience is available in approximately 62 per cent of the programs reported. Paid internships could be provided in 29 per cent of the programs identified.

The internship experience was not offered in 26.5 per cent of the identified programs. The respondents in 10 per cent of the programs did not answer the item. Approximately 37 per cent of the programs may graduate elementary school counselors who do not have an opportunity to have this practical internship experience. That percentage could be moderated by respondent oversight or error.

In short, provision for supervised practice is available in 81 per cent of the programs for differentiated laboratory counseling experiences. Practicum consultation experiences with teachers and parents is offered in 94 per cent of the programs or departments identified. Counseling in small groups, as practicum experience, is available in 66 per cent of the programs. The internship is an advanced

terminal experience, and was available in 61 per cent of the programs studied. A paid internship was not as readily available, but was possible for students in 27 per cent of the programs.

Supervised practical experiences of some type were available in 94 per cent of the programs. Those programs failing to offer supervised practicum course experiences are probably less than 25 per cent, except for the internship experience, which might not be provided in as many as 37 per cent of the programs surveyed.

Summary of comparison of the findings with ACES/APGA Standards and other recommendations

A review of the related literature suggested that pupil personnel services staff members have overlapping training and skills. Some school systems utilized these professional services instead of employing elementary school counselors. Morgan (1974) warned counselors to reorder priorities and become more useful to a larger portion of their clientele. The related literature review reflected a growth in differentiated elementary school counselor education programs. The elementary school counselor should receive a more comprehensive preparation program leading him to become more of a generalist, according to Hill (1968). The counseling student must be prepared to be an effective counselor-consultant (Faust, 1968; Fullmer & Bernard, 1972; Keat, 1974a).

The frequency of programs involving the topics of learning experiences is presented in Table 4.16 (see p. 90). This study included portions of the methodology employed by Wehrly (1969) and Hill (1972). In addition, it was designed for one to compare the courses and program changes. Efforts were made to evaluate the extent to which programs reflected the ACES/APGA Standards (1971) recommendations. Many elementary school counselor education departments continue to revise their programs of study to include more of the ACES/APGA recommendations. This effort reflects a commitment by professional personnel in the programs involved to improve the quality of elementary school counselor education.

Table 4.16 (see p. 90) illustrates a relationship among identified programs and the manner in which the learning experiences were offered. Most required courses have an inverse correlation with units of study within required courses, elective courses, or units of study within an elective course, which are identified by the same title.

The alternative learning experiences provided for greater flexibility, as illustrated in Table 4.17 (see p. 91). An inverse correlation signifies that the greater the negative number shown, the greater the inverse relationship appears to be between the required course and the three alternatives: (a) required units; (b) elective courses; and (c) elective units. A correlation matrix (Downie & Heath, 1965) was used to validate this observation. The results indicate

TABLE 4. 16. --Required courses designed for preparation of elementary school counselors compared with required units, elective courses, and elective units of study

Title of Topic or Subject Offered	Required Course	Required Unit	Elective Course	Elective Unit
1. Counseling theory and techniques	203	24	2	2
2. Group procedures	162	25	36	3
3. Individual appraisal	155	35	21	8
4. Research skills	152	35	22	12
5. Supervised laboratory experiences	140	36	11	12
6. Field placement	125	40	13	16
7. Vocational and career development theory	120	74	25	16
8. Child growth and development	120	16	66	12
9. Group dynamics	92	34	67	20
10. Consultation practicum with teachers	91	86	9	25
11. Internship experience	79	10	53	2
12. Counseling in small groups	78	85	11	29
13. Role definition, coordination of guidance services in elementary schools	74	105	12	32
14. Consultation practicum with parents	73	87	14	42
15. Personality theory	63	26	102	7
16. Learning theory	54	34	103	16
17. Elementary school curriculum	39	24	91	17
18. Survey of exceptional childhood disorders	32	18	130	10
19. Learning disabilities	25	21	123	23
20. Paid internship	22	-	54	-
21. Sociology of schools	22	18	69	17
22. Psychological disorders of childhood	18	38	91	24
23. Organizational influences (administrative)	17	51	55	32
24. Professional identification, the profession, and its ethics	15	168	4	4
25. Dynamics of family living	12	65	78	20
26. Philosophy of elementary schools and schooling	11	35	48	41
27. History and purpose of elementary schools	11	47	45	40

TABLE 4. 17. --Required courses compared with three alternative learning experiences having the same title

Type of Learning Experience	Correlation
1. Required unit of study	-0.13
2. Elective course of study	-0.53
3. Elective unit of study	-0.42

Note. --These correlations were computed by the use of the Spearman rank order correlation coefficient on the data presented in Table 4. 16 (see p. 90 ).

greater flexibility does exist for studies offering the learning experience as an elective course or elective unit of study.

Required units of study had a negative correlation of -0.13 with required courses of the same title. Elective courses had a negative correlation of -0.53 with required courses. Units of study within elective courses reveal a negative correlation of -0.42.

In summary, the greatest importance is placed on required courses in elementary school counselor education programs. However, as the number of programs requiring the course decrease, flexibility increases, enabling the use of elective courses and units of study to individualize one's own program of preparation for his needs and interests.

#### Rationale for Course Changes Made in Elementary School Counselor Education Programs

The years since 1960 have been years for growth in the numbers

of differentiated elementary school counselor education programs. The 1960 White House Conference on Children recommended that elementary school counselors be provided for schools at a ratio of one counselor to approximately 600 students (Van Hoose, 1968). A work load exceeding these limits reduced the possibilities of successful role achievement and changed the position of the elementary school counselor drastically (Hill, 1968). Statements of rationale, supplied by respondents in this study, have suggested a more realistic ratio of one counselor for each 17 to 19 teachers or one counselor to not more than 400 elementary school pupils.

Federally funded programs enabled public schools to initiate elementary school counseling programs. The schools employed people for newly created positions, but role and function were ill-defined and the counselor was perceived as a transplanted secondary school counselor (Daane et al., 1965). Pilot projects have come and gone in schools where leaders have not been convinced of the effectiveness of elementary school counseling programs or the counselors involved. Some of these failed because they were poorly conceived and administered; others, though well conceived, failed because administrators failed to recognize their value or effectiveness. However, many fine programs have been initiated and upgraded to the point that school staff and children are being helped effectively (Van Hoose, 1968).

Elementary school counselor education program revision needs



have been recognized by counselors and counselor educators. Articles in professional journals and books have emphasized the need for urgency in making such changes. Munson (1970) did not recognize much change. A good deal of elementary school guidance was viewed as a downward extension of secondary school guidance with almost exclusive focus on the problems of the elementary child and their treatment. Elementary school counseling programs have been examined and found wanting, according to Lifton (1971), who deplored the absence of the focus on early childhood guidance in training institutions. Many counselor education programs have failed to stress intervention at the primary level.

The elementary child and his setting are different and must be considered differently. Van Hoose (1968, p. 90), for example, pointed to five differences:

1. Dependency factors: The child has limited choices when compared to the older ones who are able to manipulate their environment.
2. Non-verbal sensitivity: The elementary school counselor needs a greater sensitivity to the non-verbal cues of the children he counsels.
3. Maturity level: The counselor needs to be aware of his counselees' ability to solve problems.
4. Decision making ability: The counselor needs to be aware of the counselees' ability to make plans and reach decisions.
5. Self-understanding: Counseling a child toward self-understanding and self-confidence is different at the

elementary school level than at more mature levels of development.

A variety of philosophical approaches to elementary school counselor education was presented in the review of the literature. They included some of the views and publications of thirteen professional counselors, writers, and counselor educators. They recommended that training programs prepare elementary school counselors to work with children and schools in a developmental, behavioral, and eclectic manner. Berdie (1971) would have counselors commit themselves to a life-time of preparation. Comprehensive preparation programs seemed to be the concern of many (Cottingham, 1966; Daane et al., 1965; Hill, 1968). They focused on a variety of concerns within the comprehensive programs of preparation.

Many of the differences centered around the role and function of the counselor. Authorities became more divided when they viewed the consultant function. Parker (1968) supported a core concept in which all related disciplines, such as school counselors, social workers, and psychologists, would share. In contrast, counselor education programs should be allowed to specialize, according to Goldman (1973).

This study revealed the continued growth in elementary school counselor education programs. Only one respondent said, "We did have a program, but dropped it two years ago." Other respondents remarked that they were in the process of upgrading their programs

for elementary school counselor education. The problem still facing the profession is not whether we need elementary school counselors, but how counselors can best assist children and youth to achieve success (Van Hoose, Pietrofesa, & Carlson, 1973).

How were elementary school counselor education programs developed, revised, or dropped? What responsibility and influence do elementary school counselors in the profession have to effect change in the program back at their alma mater? How were they to provide feedback to the program from which they graduated? What influence did public school teachers and administrators have on the development and revision of programs for elementary school counselor preparation? Did state certification laws reflect a relationship between requirements and the development of programs? To what extent did the state departments of education become involved in monitoring programs to ensure that the graduate would demonstrate minimum entry level skills and competencies needed in the schools? Were recent changes in the emphasis in career education, curriculum planning, and the coordination function of the elementary school counselor, factors in changes which occurred with respect to counselor education programs? Finally, how did the ACES/APGA Standards (1968, 1971) affect the program development? These objectives were presented in Part II of the survey questionnaire and the respondents

revealed the degree to which they utilized the feedback from their constituencies and other influences to develop the rationale for change. Many respondents provided supplementary documentation supporting rationale for the programs they represented.

Elementary school counselors. The elementary school counseling profession was reported to have had input into the types of learning experiences and changes in differentiated programs of approximately 70 per cent of the programs identified. Survey respondents referred to follow-up studies made among alumni in the profession, surveys of elementary school counselors in their constituent serving area, and feedback from conference workshops. They were designed to help faculty in training programs to understand how well graduates felt their programs prepared them to perform the function of their job setting expectations. Table 4.18 (see p. 97) is an illustration of an analysis of how the program respondents reported on the rationales and influences involved regarding review and revision of courses offered.

A significant proportion, 17 per cent of the respondents, indicated they did not seek feedback from elementary school counselors. An additional 13 per cent of the program respondents did not answer the item on the survey. Some of the respondents did not consult with their constituents in the public schools for feedback. Some of these indicated that they were influenced by writers of published studies

regarding elementary counseling in developing program objectives and rationales.

TABLE 4.18. --Rationales used in the development of differentiated units or courses in elementary school counselor education programs

Rationale and Sources of Influence for Review and Revision of the Differentiated Courses and Programs	Respondents		
	Yes		No Response
	No.	%	To Items
1. State certification laws	171	73%	43 18% 6%
2. ACES/APGA Standards (1968, 1971)	167	71%	21 9% 20%
3. Information feedback from constituencies:			
Elementary school counselors	163	70%	40 17% 13%
Elementary school teachers	135	57%	51 22% 21%
School administrators	132	56%	54 23% 21%
4. Changes in emphasis such as trends reported in the literature on career education, planning and curriculum involvement	147	63%	64 28% 10%

Note. --The percentages are rounded to the nearest whole number.

Elementary school teachers. The teachers in schools that had elementary school counseling programs provided some influence through the use of survey instruments of evaluation and in seminar workshop discussions. Approximately 57 per cent of the program respondents indicated they attempted to obtain feedback from teachers. Many commented that they did this by consulting teachers who were taking graduate work in their counseling programs as well as by the use of surveys

of teachers in their constituencies. Approximately 22 per cent of the respondents checked the "No" response and almost 21 per cent did not respond to the item.

School administrators. Among the constituencies of the training programs, school administrators were involved the least in program innovation. However, the respondents checked that public school administrators provided some feedback and influence in the program review and revision in 56 per cent of the differentiated programs studied.

State certification laws. The strongest influence in change is the state certification laws. Funding and approval of the types of programs in which graduates enter the counseling profession are dependent upon the demonstration of an entry level skill competency. Counselors are certified to deliver the specific guidance and counseling services at a level of proficiency approved by an appropriate state agency. Approximately 73 per cent of the program respondents believed the state certification laws influenced the innovation and revision of their counselor education programs. State certification laws were perceived to have no influence on program revision by approximately 18 per cent of the respondents.

ACES/APGA Standards (1968, 1971). The standards for the preparation of elementary school counselors were the next most influential in making course changes. The respondents reported that they

believed the ACES/APGA Standards (1968, 1971) provided an influence and rationale for program development in approximately 71 per cent of the programs.

Influential trends reflected in recent literature. Has the emphasis of literature in career education and the expanding role of the counselor in curriculum coordination influenced program innovation? Respondents in 63 per cent of the programs indicated that changes reported in the related literature in career education and the role of the counselor had influenced changes in revision of their counselor education programs. However, 28 per cent of the respondents indicated that the developments reported in the recent literature had no influence on program review or revision.

#### Summaries of selected rationale statements

Rationale statements. Respondents tended to show variety in rationale statements for courses in comments on the questionnaire. A generous amount of material was provided by many respondents which included statements of the objectives, mission, philosophy, and course descriptions of their programs. Rationale for program content was revealed and supported by the following representative ideas selected and paraphrased from the reams of supplementary materials received from the respondents:

1. Programs are tailored to individual needs through innovative attempts to improve current practice in counselor education and human resources.
2. A model of school counseling suggests individual styles and variation within the process of "three approaches" intended to emphasize a workable broad model of counseling.
3. The purpose of the counselor internship program is to provide an alternate route to certification as a school counselor for those who do not possess teacher certification or teaching experience.
4. It is in times of stress and crisis that the individual experiences most difficulty in relating to self, others, and his environment. Many course objectives and experiences are sequentially designed to prepare the counselor to integrate humanistic and behavioral skills into a personal philosophy expressed through demonstration of acquired skills and goal-objective achievement.
5. Christenson (1969), in an unpublished paper, specifically rejected the therapy model as a basis for counseling because of the limits of the model. There is a more acceptable model available to us at the elementary school level. The therapy model is heavily grounded in the notion of illness. It may be appropriate to the practice of medicine, clinical psychology, and social work, but has no place in the practice of counseling. A much more optimistic concept of counseling is based not on illness, but on health, not on abnormality, but on normality. Maladaptive behavior is assumed to be caused by a lack of knowledge, information, or experience rather than illness.

The optimistic counseling model is an educational one. Parents or teachers have problems because they lack information, knowledge, or experience. The counselor-consultant can intervene to supply them with the necessary information or experience. The educational model reflects a definite rationale for human behavior that serves to integrate the implementation of the counselor role and function.



6. The thrust of the Program of Organizational and Human Resource Development is to facilitate the development of knowledge that has relevance to major contemporary concerns and futuristic projections. We intend for this program to produce a more dynamic occupational professional product.

Our goal is integrative in growth and development for both faculty and students through multiple approaches to living and learning in a fluid future and age of flux.

7. Mini-course workshops are offered and spouses of our students are expected to participate.
8. A mini-course program in career guidance is offered to students. Admission tickets for the workshop is that they present their own SVIB and Kruder profiles.
9. Guidance for elementary teachers and school counselors will place emphasis on the uniqueness of the developing child. Each student will present a short paper on his "Personal Theory of Career Development in the Elementary School."
10. Each student counselor will conduct a group counseling experience with six to ten students for ten sessions over a three or four week period. The theme will be vocational development. Children will be used to test, through small groups, a procedure the practicum counselor might use. Each student is to evaluate behavior change and write a summary report.
11. Graduate students play a significant role in governance of the department, being represented in the department committees and voting in the meetings of the department assembly.

These ideas from respondents represent a sample of some of the recent developments being implemented, the innovations and processes adopted, and the rationales involved. In several of the examples, rationales may be inferred from the objectives, missions, points,

and philosophies emphasized. They reveal differences of philosophies, rationales, and objectives as each was related to different program needs. They suggest that progressive and creative influences prevail among many who attempt to maintain responsible standards in programs of preparation. Their objectives were to produce graduates who, above all else, are humanistic and effective practitioners in their elementary school settings.

In short, differentiated elementary school counselor education programs have grown steadily since 1960. The 1960 White House Conference recommendation, the counselor educators who published, and the ACES/APGA Standards (1968, 1971) have influenced many program developments. They have affected development of objectives, guidelines, and rationales. State certification laws have the strongest effect on program innovation and improvement.

Feedback in the form of survey instruments, interviews, and conferences from elementary school counselors, teachers, and administrators, has influenced change among 70 per cent of the programs in elementary school counselor education experiences.

Graduate students have input into program review, innovation development, and evaluation. This study was not designed to evaluate the type or strength of impact the students within the programs had on the changes. It was apparent, however, from supplementary materials received, that they were included in the decision-making

processes in a number of programs.

Career education has continued to remain in a place of national prominence and influence. Approximately 63 per cent of the programs were reported to have been influenced by related publications in course and program revision.

The rationale for change came from many local, professional, and national sources. The changes were generally congruent with certification laws and the ACES/APGA Standards (1971). In places where differentiated certification laws are not enacted, the standards of the profession are an important influence. How did respondents view the role and function of the elementary school counselor? How did the elementary school counselor educational experiences tend to correlate with the perceived role and function of the elementary school counselor? These and related issues will be examined in the next subsection.

#### Role and Function of the Elementary School Counselor

##### Recent changes in emphasis as reported in the related literature

A number of writers have recently reported research on the effect of the elementary school counselor as consultant, the counselor as group counselor, and the counselor as elementary school guidance specialist. The role and many functions of the elementary school

counselor were illustrated in a concept of the seven "c's" of elementary school counseling (Keat, 1974b, p. 2):

1. Counseling  
    Individual/Child  
    Group/Child  
    Group/Adult
2. Collaboration-Consultation  
    Individual/Adult  
    Group/Adult
3. Coordination
4. Communication
5. Curriculum
6. Child Development Expert
7. Coping Development Teacher

Part III of the survey requested respondents to identify the functions in which elementary school counselors were viewed differentially from the functions of secondary school counselors by the counselor education programs they represented.

Individual counseling. Individual counseling was considered an integral function of the elementary school counselor. Respondents in 70 per cent of the programs revealed individual counseling was a function which they would differentiate from the type of individual counseling in secondary schools. Writers of related literature consider individual counseling important as an antecedent to other functions including consultation, planning, and curriculum revision. The pro-

fessional counselor needs to be in communication with many persons at many levels in multiple ways (Fullmer & Bernard, 1972). Counselor education programs are revised to provide training experiences in communication with many persons at multiple levels. To do so, counselor educators introduced the field placement practicum experience in 71 per cent of the programs. They made the internship experience available in approximately 29 per cent of the programs identified. A total of 166 respondents indicated that they consider the competencies and functions of counselors within the elementary school setting as differentiated.

Group counseling. Group counseling is differentiated in theory courses in 191 programs, practicum experiences in 147 programs, and/or field placements in 159 programs, and is compared in Table 4.19 (see p. 106). Group counseling with the elementary child was recognized as different from group counseling with adults (Keat, 1974a). Group counseling for children is regarded as growth groups by Van Hoose et al. (1973, p. 17):

Pupils can become more aware of themselves and others in a physical and spiritual sense. Founded in experienced-based learning, students can work together studying their own feelings, reactions, perceptions, and behaviors. The term "growth groups" seems to be apropos.

Consultation with staff. Consultation with staff as a topic of study was offered in 209 of the programs identified. A practicum experience involving consultation with teachers and staff was provided

TABLE 4.19.--Functions of the role of the elementary school counselor compared with differentiated related courses, units of study, and supervised practical experiences

Functions of the Role of the Elementary School Counselor which Respondents Considered to be Differentiated	Number of Differentiated Programs	Title of Differentiated Studies Related to the Differentiated Role and Function of the Elementary School Counselor	Programs Offering Courses or Units	Supervised Practicum
1. Career counseling	171	1. Vocational or career development	228	*
2. Group counseling	166	2. Group procedures	191	147
3. Individual counseling	165	3. Counseling theories and techniques	227	179
4. Consultation with staff	158	4. Consultation process	209	203
5. Consultation with parents	148	5. Consultation process	209	259+
6. Assessment and interpretation	139	6. Individual appraisal	219	*
7. Curriculum review and revision	113	7. Elementary school curriculum	183	*
8. Family life counseling	110	8. Dynamics of family living	114	*
9. Coordination of parent information services	107	9. Role definition, program development and coordination of elementary school and guidance services	223	-
10. Coordination of staff information services	93			

Note.--Field placement was available in 159 programs. Supervised practical experiences may be included with experiences indicated by the "\*" (but, no conclusive evidence was available) and coordination of guidance services may be provided in as many as 62 per cent of programs in which an internship experience is available.

+ The figure includes 203 and 56 units of supervised practicum experiences.

or could be arranged in as many as 203 programs. However, the respondents indicated they saw the role and function of consultation with staff differentially in 158 programs. The consultation process course was required in 65 per cent of the programs (Wehrly, 1969) and 71 per cent of the programs identified in the present study. The consultation practicum was required in 3 per cent of the programs, according to Wehrly (1969) and in 39 per cent of the programs identified in the present study.

The consultant role was advocated as a definite function of the counselor (Faust, 1968; Fullmer & Bernard, 1972; Ivey & Alshuler, 1973; Keat, 1974a; Krumboltz & Thoresen, 1969). The elementary counselor spends a good deal of his time with students so that he can consult effectively with adults. He is to employ his consultation skills to treat the cause of the problem in a collaborative relationship with school personnel and the home.

Consultation with parents. In the present study, the consultation with parents of elementary school children was differentiated in 63 per cent of the programs and/or departments. Counseling students could include either a course or unit of study with the practicum for consultation with parents in a total of 259 programs. Closely related with preparation for this function was a course in the dynamics of family living, provided in 49 per cent of the programs and/or departments.

Coordination of parent information services. Munson (1970)

noted that a part of the coordination program was to conduct parent education programs to provide information on socialization. A more loosely defined function was described by Van Hoose et al. (1973). The counselor was described as a member of an advisory committee for coordination of guidance programs. The coordination function included reports to parents, parent-staff conferences, and regular student-staff prepared newspapers that were sent to all homes. Some respondents recommended that school information releases be placed in the public news media, but not on a regular basis. Respondents consider the coordination function of parent information services for elementary schools as differentiated in 46 per cent of the programs.

Coordination of staff information services. Coordination of guidance information services among staff is an important function. It was reported as a differentiated function of the elementary school counselor by 40 per cent of the respondents.

Role definition, program development, and coordination of elementary school guidance services were units of study provided in 95 per cent of the differentiated programs. They were required experiences in 79 per cent of the differentiated elementary counselor education programs. Coordination of staff information services in supervised practicum experiences may be integrated in the field placement or internship experience.



Curriculum review and revision. The function of the elementary school counselor in curriculum review and revision was differentiated in 113 programs. Such training experiences in elementary school curriculum is offered in 169 differentiated programs and required in 63 differentiated programs. Closely related to these general curriculum needs were those concerns regarding learning disabilities and curriculum prescriptions for the exceptionally handicapped pupil.

The counselor often serves as a consultant with staff members and teachers. He is a resource person who may assist staff personnel to draw together curriculum materials designed to meet the educational prescription for the child in three ways: (a) he evaluates achievement levels and learning needs; (b) he prescribes learning experiences commensurate with objectives; (c) he evaluates the effectiveness of these learning experiences (Gaasholt, 1970).

Assessment, interpretation, and other uses of tests. Assessment, interpretation, and other uses of tests are differentiated as a course in 139 programs and/or departments. The rationale is that the objectives and purposes of tests are differentiated. Therefore, a need exists to differentiate the course. Individual appraisal is offered in 219 programs. A differentiated course in research skills is required in 187 programs.

Counseling practices and techniques. Counseling practices and techniques was offered as a differentiated course in 227 programs.

A practicum related to this course was offered in 179 programs.

Respondents stated that they considered elementary school counseling practices and techniques to be differentiated in 161 programs and/or departments. The developmental needs, as described by Van Hoose (1968), are different at the elementary level than at more mature levels of pupil development (see p. 93 of this study).

Career counseling. The role and function of career counseling was differentiated in concept, approach, and techniques in 171 programs. Respondents to the item represented approximately 73 per cent of the programs identified. Vocational or career development theory, including the use of appropriate materials for elementary school children, was provided in either elective or required course work in 225 or 96 per cent of the identified differentiated programs. Career development theory was viewed as a lifelong approach that permeates all areas of a person's life (Gibson, 1972; Gysbers, 1972; Rhodes, 1970).

Family life counseling. The function of the elementary school counselor in family life counseling was differentiated in 47 per cent of the programs identified. The dynamics of family living was available in 114 differentiated programs. Parents of preadolescent children face problems considered different in kind and degree from those faced by families with adolescents. Consultation with parents in theory and practice is differentiated.

In summary, the respondents viewed the role and functions of the elementary school counselor as differentiated from that of the secondary school counselor. Table 4.19 (see p. 106), contains data arranged to help conceptualize the items presented in this portion of the findings. The page of the questionnaire which contained the questions relating to role and function of the elementary school counselor was not answered by eight of the respondents. The relationship is congruent between the perceived role and function and the training experiences provided.

#### Program Administration Differentiation of Elementary School Counselor Education Programs

The fourth and final phase of the survey was designed to determine if the administration of elementary counselor education programs is differentiated from secondary counselor education programs.

#### Recent changes in emphasis as reported in the related literature

The elementary school counselor came into the school through the front door. The challenge was to improve the quality of his services and to meet the needs relating to his role and function as a counselor in the elementary school setting. Professional status and recognition was conferred grudgingly and slowly by society. The profession was neither self-ordained nor self-serving. Services rendered could not be duplicated by those already available. The services must be neces-

sary, unique, and publicly visible with long-term benefits on a continuing basis (Van Hoose et al., 1973).

Faust (1965) reported faint rumblings of a new professional elementary school counselor about to emerge into a full-fledged or viable place on the public school terrain, as noted by Daane et al. (1965). Should the elementary school counselor be a person with graduate professional skills? Lorimer and Haddad (1969), as published by Osborne and Engle (1971), recommended a four-year generalist undergraduate program.

The central function of elementary school guidance was to enhance and improve the learning environment so that each pupil had an opportunity to learn to the best of his ability. The guidance worker must relate effectively to the school staff as well as the pupils and parents to help maximize the learning situation (Munson, 1970).

Selection and training. What did the literature reveal about the selection and training of the student who should enter the elementary school counseling profession? The profession would require personnel who were well informed, astute, and who were aware of themselves as individuals in the process of becoming. Elementary school counselors must subordinate their own needs and feelings to the needs and feelings of children, teachers, and parents they serve. Counselors must be objective, open, and willing to adapt or change, as situations dictate. To assist others to develop decision-making skills, they must make

sound judgments (Munson, 1970).

Van Hoose et al. (1973) stressed that the elementary school counselors must involve themselves in such matters as counselor selection, preparation, certification codes, and standards for elementary school guidance. They must become active in counselor education work with colleagues of the counseling profession. They must work cooperatively to ensure that legislation, policies, and practices are consistent with the best principles of providing professional services to teachers, children, and youth. According to Van Hoose et al. (1973, pp. 270-271), successful counseling in the elementary schools requires counselors who have the following abilities:

1. Professional risk-taking.
2. Resist pressure to distort the counseling role.
3. Insist upon enough room to do the job.
4. Insist upon having major responsibility for defining one's role.
5. Change functions which are inappropriate for counselors.
6. Must not disassociate from other educators and professional counselors.

Personality factors. Were the personality factors needed in successful elementary school counselors different from the personality characteristics of secondary school counselors? The trained counselor must identify his feelings in situations of conflict or ambiguity and

develop ways of dealing with these situations and individuals. His success will be determined by his ability to deal with the feelings and actions of others toward him (Munson, 1970). His objectivity and judgment in human relations will be related to his sensitivity to the feelings of others. Thereby, the professional counselor must be perceived as defining his role both in word and behavior as one who is humanistic.

As we are willing to move away from the known toward the unknown and to risk and accept new challenges, we are then ready to set the limits of our potential. Personality factors account for much of elementary school counselor behavior. They represent the counselor's idiographic nature of role enactment. Personality factors account for the degree of ambiguity and conflict which a school counselor finds tolerable (Munson, 1970). Supplementary documentation received from some respondents describes attempts to evaluate personality factors (see pp. 100-101 of this study).

Differentiated items in administration of elementary school counselor education programs

The investigator wondered whether elementary school counselors, as persons, were viewed differently from secondary school counselors. There may be significance in the way that program respondents perceived their programs as being administered differentially for elemen-

tary school counselors. If administrative policies or procedures were differentiated, what implications do they have?

Table 4.20 (see p. 116) provides a frequency and percentage for survey responses concerning administrative policies and procedures in elementary school counselor education programs. Was the grade point average requirement for admission to and graduation from the program differentiated for elementary school counselor education programs? What about differentiating the admission and screening procedures? Were administrators and staff looking for differentiated qualities in applicants to elementary school counselor education programs? Were the personal and group counseling experiences for the counseling student differentiated? Finally, were certification requirements and the teaching requirements for applicants in the elementary school counselor training programs differentiated? The respondent was asked to check the proper column to determine if the department and/or program had differentiated policies and procedures for elementary school counselor education.

Admission standards. Differentiation in admission standards existed in 12 per cent of the programs and/or departments. There was no difference in program admission standards in 69 per cent of the programs.

Admission screening battery of tests. The elementary school counselor applicants who entered approximately 6 per cent of the programs

TABLE 4.20. --Differentiation of administrative policies and procedures of elementary school counselor education programs

Differentiated Items of Administrative Policies and Procedures	Yes		No		No Responses
	No.	%	No.	%	
1. Counselor certification	100	43%	99	43%	14%
2. Teaching experience	75	32%	114	49%	19%
3. Admission standards	28	12%	162	69%	19%
4. Graduate credit hours	23	10%	173	74%	16%
5. Group counseling (basic-encounter)	17	7%	182	78%	15%
6. Entrance grade point average	15	6%	184	79%	15%
7. Graduate grade point average	13	6%	183	78%	16%
8. Individual counseling requirement	13	6%	183	78%	16%
9. Admission screening procedures	13	6%	188	80%	14%

Note. --The percentages were rounded to the nearest whole number.

could expect to have some differentiation in admission batteries of tests used for screening purposes. In some cases the same tests were used. Different ranges of scores were used for those seeking admission to elementary school counselor education programs in areas where recruitment problems existed. An example of differentiation is the use of scores on admission screening tests (Munson, 1970; Van Hoose et al., 1973). The survey items were not designed to determine how the battery of tests might be differentiated.

Some respondents provided supplementary materials describing how their screening procedures were differentiated in ways other than those items included in the questionnaire. Some test instruments involved a set of questions devised to measure the applicants' motiva-



tion. One program had standardized interview questions that were used with the prospective applicant. Another program described a screening observation procedure in which the elementary school counselor applicant was invited to enter an observation room equipped with sound and one-way mirrors. The applicant was rated on the manner in which he established and maintained interpersonal relationships with a child. This program used graduate students and faculty staff members in rating the applicant's behaviors with the child, toys, and equipment. The composite of the observation scores were part of the total screening procedures which were considered differentiated for those applicants seeking to enter elementary school counseling.

Graduate credit hours. The graduate credit hour requirement for the elementary school counselor was considered to be no different from the requirement for the secondary school counselor in 74 per cent of the programs identified. Approximately 10 per cent of the programs and/or departments have differentiated graduate credit hour requirements for the elementary school counselor.

Grade point average. A few programs and/or departments differentiate between the program entrance and graduation policies. The GPA for applicants entering an elementary counselor training program was differentiated in 5 per cent of the programs identified. Differentiation relates to the grade point average requirement for elementary and secondary school counselor education programs.

Personal counseling requirement. The personal counseling requirement is an opportunity for a prospective counselor to receive counseling by an approved counselor in the student counseling center or department. The personal counseling requirement was differentiated in 5 per cent of the programs for elementary school counselor education students.

Group counseling requirement (basic encounter). The group counseling requirement provides an opportunity for the counselor-in-training to receive feedback regarding his interpersonal and human relation skills by a group of peers. Group counseling was conducted by one or more leaders, who were professionally trained and experienced in group counseling. Respondents in 7 per cent of the programs and/or departments reported the group counseling requirement was differentiated for elementary school counseling students.

Counselor certification requirements. The counselor certification item was designed to determine if the elementary school counseling student must be certified to teach in the elementary or middle school. Respondents in 100 programs and/or departments indicated "YES" in their response to the differentiation of counselor certification requirements.

An internship alternative was suggested by White and Parsons (1974) in which the counselor-in-training would replace required teaching experience with a supervised counseling placement. The

internship would be in the type of school setting in which he was preparing to counsel. This kind of training would provide an opportunity for the counselor trainee to develop skills and professional competency in the setting. The intern would gain skill in relating to staff, parents, and children as a counselor-consultant. In short, the internship experience would serve as a legitimate means of by-passing the certification and/or teaching requirement. Respondents in ten states reported they did not have differentiated counselor certification laws and 14 states did not have teaching requirements for counselor certification. One-third of the respondents reported that their programs and/or departments required preparation in teaching at the level in which the counselor intended to work.

Teaching experience requirements. Of the departments and programs surveyed in this study, 33 per cent had teaching experience requirements. The teaching requirement was to have been at the level of education in which the person intended to counsel. The requirements ranged from one to three years of teaching experience, in those differentiated counselor education programs.

#### Summary of administrative differentiated findings

The administration of elementary counselor education was differentiated in approximately 12 per cent of the programs identified. Specifically, the admission standards, screening procedures, and

grade point average were differentiated in 6 per cent of the programs. Also, the individual and group counseling requirements were differentiated in nearly 6 per cent of the elementary school counselor education programs.

The findings in the study of related literature did not reveal a trend regarding the differentiation of the administration of programs. However, Munson (1970) and Van Hoose et al. (1973) infer there is a differentiation among the type of personality and skills needed for the functioning of an elementary school counselor. They mention the differentiated needs of elementary school children and staff. Apparently few administrative policies and procedures reflect that counselor educators recognize this fact when preparing screening procedures for selecting applicants. Differentiated policies and procedures were identified in approximately 12 per cent of the counselor education programs for elementary school counselors.

These findings led to analysis and tentative synthesis with respect to cause factors. Trends discovered in these findings have emerged. An objective in the next chapter will be to consider the way in which they converge. The key issues and findings contain the material for discussion, conclusion, and recommendations.

## CHAPTER V

### DISCUSSION, CONCLUSIONS, AND RECOMMENDATIONS

#### The Identification of Elementary School Counselor Education Programs

The lists of elementary school counselor education programs from Chief State Guidance Officers were not completely satisfactory. Some changes had occurred in names and addresses. Responses from 36 per cent of the states or territories included lists of counseling programs in which elementary school counselor education programs were provided. The 67 per cent response from 383 questionnaires mailed is sufficient and provided data for statistical analysis and valid inferences.

Differentiated lists of counselor education programs were non-existent in 64 per cent of the states or territories. Additionally, questionnaires were returned because of incorrect addresses. One of the most comprehensive differentiated lists of counselor education programs came from the State of Texas. It was integral to their Directory of Public School Counselor Education Programs in Texas Colleges and Universities (1969). Differentiated lists of all counselor education programs, similar to the Texas directory, should be maintained year-

by-year in each guidance office of the department of education in each state, territory, and the District of Columbia.

### Findings and Comparisons

Responses from 258 colleges and universities represent approximately 67 per cent of the total program survey questionnaires mailed. Differentiated elementary school counselor education programs, at the master's degree level, have increased from 39 in 1960 to 234 in 1974. The growth rate for these years is 7 per cent. However, they have increased from 163 in 1972 to 234 in 1974. This growth rate is 22 per cent.

The total number of differentiated elementary school counselor education programs may be estimated. This number is considered to be within the  $\pm 7$  per cent inclusive range. The number of such programs probably lies within the estimated range from 321.5 to 333.5 differentiated elementary school counselor education programs.

The growth in numbers of elementary school counselor education programs has been accompanied by a growing number of core courses. They provide a certain uniformity of comprehensive skills. At the same time, more elective courses and elective units of study within courses enable the counseling student to specialize in studies which meet his individual interests and needs. This period of growth

represents increased flexibility through elective educational opportunities and increased stability through required course experiences.

The elementary school counselor education and counseling profession suffers from its youthful growing pains. The role and functions of the elementary school counselor are not defined or accepted as standard throughout the nation. Findings revealed that the differentiated programs provided individualized learning and supervision. Statistically, these findings were congruent with the role and function of the elementary school counselor as perceived by the respondents.

An astute counselor with experience in exceptionality and learning disabilities will be in a better position to serve as consultant. As such, he can help pupils and their teachers to enjoy more successful learning experiences. Many borderline pupils in regular school classes are not diagnosed as being exceptional, but will benefit from such a counselor-consultant. The counselors' success will depend upon their ability to use their unique specialties and skills in meeting their role expectations and needs of the school.

The core courses should be implemented as recommended in the ACES/APGA Standards (1971). This standardized core of learning experiences will ensure more uniformity in minimal entry level skills into the profession. Elective opportunities should not be minimized. Students and counselor education programs may then be enabled to

specialize as recommended by Goldman (1973). The flexibility of the functions associated with the elementary school counseling role will be determined (in part) by the strengths and skills of the counselors to meet pupil and staff needs.

#### Types of Learning Experiences

Twenty-seven course titles were identified and studied. Table 4.16 (see p. 90) includes a frequency count of required courses compared with required units, elective courses, and elective units of study by the same title. The correlation matrix was used to compare the required courses with the other three kinds of learning experiences having the same title. The negative correlation indicates that as the frequency of required courses decreased the flexibility for individualizing programs increased to meet student needs and interests.

A core of eight required courses was identified in 51 per cent or more of the differentiated programs studied (see Table 4.5, p.51):

1. Counseling theory	87%
2. Group procedures	69%
3. Individual appraisal	67%
4. Research skills	65%
5. Supervised lab-skills	60%
6. Field placement	53%



- |  |     |
|--|-----|
| 7. Vocational or career development theory | 51% |
| 8. Child growth and development            | 51% |

Courses mentioned among these priorities can not include all of the learning experiences needed by the elementary school counselor. Since the highest number of courses being offered to elementary school counseling students has changed in priority, they reflect the change of needs being emphasized in the public schools. Students seek training to meet newly defined needs and objectives differentiated from those of the "transplanted secondary school counselor."

The identity of the elementary school counselor is yet to be defined. Where identity of professions in other pupil personnel services (i. e., the school social worker, psychologist, or school nurse) has been defined, public acceptance and support has followed.

A new elementary school counseling profession is emerging to meet a recognized need in contemporary education today. The elementary school counselor is professionally recognized in many places. State legislators have responded to a clear message with appropriate certification legislation for elementary school counselors in many states. Representatives and senators are receiving the message from educators. The American School Counselors Association (ASCA) and its state divisions are uniting to include the elementary school counselors among their number. The public awareness continues to develop

as the elementary school counselor role is identified and defined.

The 27 or more differentiated learning experiences enable the elementary school counselor to know personally and professionally who he is. His strengths, skills, and limitations are identified. He must work to change role expectancies which are incongruent with his role as counselor-consultant and to resist distortion of his role. His sensitivity to the needs of pupils, parents, and school personnel, combined with his preparation, will increase his potential as a professional counselor. His job description and role enactment must become integral and indispensable to the educational process in the elementary school. He should reorder his priorities to become useful to a larger clientele.

It is the responsibility of the counselor educators in each department and/or program to monitor the needs of its constituent public schools. Furthermore, the department and/or program must revise its counselor education programs to meet those needs at differentiated levels of public education.

#### Supervised Training Experiences

Counseling laboratory. The counseling laboratory is a safe place designed to isolate extraneous variables. The supervised practicum may begin in the counseling laboratory in which the counselor

trainee has close supervision and support. His counseling sessions are often tape recorded, videotaped, and critiqued by peers and graduate assistants under the supervision of a senior faculty member. Laboratory experiences were provided in 61 per cent of the programs and were offered more frequently than the other supervised practical training experiences.

Individual counseling and group counseling may proceed from the laboratory to more realistic settings. The counselor trainee may be a co-leader with an experienced counselor or he may be on his own. However, experiences are still under the supervision of senior faculty staff. The ACES/APGA Standards (1971) recommended sequential planned experiences. Those recommendations were followed, according to the data and supplementary material received.

The laboratory should serve the following purposes: (a) practice, where the student has the opportunity to be properly supervised; (b) observation, in which the counseling student may observe peers and be observed by peers; (c) critique and discussion, in which the counseling student interacts with peers and supervisor after counseling sessions; and (d) evaluation, leading to a decision regarding next-step placement (i. e., practicum, field placement, repeat the experiences, or elimination from the program).

Field placement. A supervised field placement course involves

planning with constituent public schools. A field placement is often an abbreviated internship experience. There the counseling student has supervised exposure to all the counseling functions of the professional elementary school counselor. A successful field placement may involve one counselor trainee with one or two individual pupils for a semester. The student counselor in a field placement experience should be expected to provide full counselor-consultant services for the few clients involved.

The children receive counseling services in which materials selected for use are appropriate to the developmental age of the pupil. The counselees are observed in several different settings. The settings may include classrooms, halls, playgrounds, and homes. The teachers and parents of the children should be involved in the referral and consultation process.

Supervised field placement for individual counseling may be more readily available than in group counseling. Small counseling groups may become part of a field placement if the student counselor has had the theoretical and laboratory background and is approved by his supervisor for group counseling.

The field placement may not have been equally extensive in all the programs reported. However, they included individual and small group counseling and consulting with teachers and parents in the public school setting in 67 per cent of the programs. Have coun-

selling students in the other 33 per cent had an adequate supervised field placement? Some simulated experiences are appropriate for the counseling laboratory. However, they fail to duplicate actual counseling-related experience of a well-planned field placement. A field placement experience is missing in a third or more of the programs studied.

The field placement course experience should include one or two hours each week of supervised counseling-related experiences in the public schools during one semester. It should be differentiated and consist of the duties of the actual role and function of the elementary school counselor. A comprehensive field placement should involve services to pupils, school staff, and parents. The weekly seminar should supplement the experience in which a senior department faculty supervisor, student counselors, and the elementary school counselors meet to critique, evaluate, and plan for the next week's experience. The present study was not designed to infer the quality of these field placements reported in the 67 per cent of the programs; however, an in-depth qualitative study of such experiences should be made.

The internship. The internship is a differentiated terminal counseling experience. It should provide intensive day-to-day practical experience in the elementary school setting. The intern develops his counseling-consulting skills under the direct supervision of an elementary school counselor. He is responsible to a faculty internship

supervisor for discussion, critique, and weekly seminar sessions.

Required and elective internship experiences have grown from 49 programs in 1969 to 79 programs in 1974. Paid internships are available in 29 per cent of the differentiated programs, according to the present study. Public schools involved in utilizing internship placements may expect to receive quality counseling services near those of minimal entry level skill competencies. The intern may receive greater cooperation and quality of learning experiences from people in school systems which share in the paid internship program.

Well-planned internship placements will provide mutual benefits and meet the objectives of both the schools and the counselor intern. Counselor education programs may enjoy improved public relations by the development of successful field placement or internship programs in public schools.

Design of the internship placement should include intensive and extensive learning opportunities. They should provide growth and skill-building experiences in all counselor-related functions. The intern should be endorsed for graduation only after he demonstrates minimal entry level skill competencies.

#### Influence and Rationale in Counselor Education Curriculum Review and Revision

The related literature and national trends have had considerable

influence in elementary school counselor preparation since the days of the "transplanted secondary school counselor." He saw only a few children a day and provided some general guidance services in the schools. In fact, national changes in emphasis include a comprehensive career development approach, a curriculum planning and coordinating function, and other innovative developments. These factors have influenced counselor education programs in providing differentiated learning experiences for elementary counselors in 147 programs. In addition to using professional standards as guidelines, 63 per cent of the differentiated programs and/or departments attempted to develop curriculum experiences in keeping with national trends. Department staff members need to keep informed about the trends as they relate to their differentiated areas of instruction and supervision.

Involvement and influence by constituent publics. The elementary school counselors, teachers, and administrators are among the constituent publics who may be involved to help influence program revisions. They have some influence in 53 per cent of the differentiated programs through surveys, questionnaires, and workshop conferences.

Elementary school counselors have the greatest influence on program review and revision, with teachers being next in strength of influence. Administrators in the schools had the least influence

reported. Approximately 44 per cent of the programs and/or departments did not ask for or receive feedback from the constituent professionals in the public schools. The constituent publics should be encouraged to provide suggestions and become involved in review and revision of differentiated elementary school counselor education programs.

Certification laws and ACES/APGA Standards. The influence of certification laws and ACES/APGA Standards proved to be substantial. The state certification laws influenced revision in 73 per cent of the differentiated programs. The professional ACES/APGA Standards were influencing guidelines in 71 per cent of the programs reported. At least 27 per cent of the programs have not been influenced by state certification laws or the ACES/APGA Standards.

These factors undoubtedly have a relationship to the way some counselor education programs are perceived by their constituencies. When counselor educators fail to keep aware of national, state, and local trends with respect to their profession, can learning experiences remain relevant? If they do not receive reliable evaluation of their graduates' effectiveness in the school setting, they become less than professional. By default then, laws will be enacted which may dictate less appropriate types of learning experiences.

The counselor education and supervision associations in each state should exert professional leadership. The faculty in counselor



education programs should plan for the future with appropriate constituent input rather than let the future just happen. Poor legislation may be worse than none.

The rationale for program revision should be guided by the purpose: "It will help the counselor-consultant to become more effective to a larger clientele in his professional setting." Direction for changes in curriculum should come from needs as perceived by elementary school counselors, teachers, administrators, and writers of related professional literature. Communication and research should be interdependent influences in differentiated program review and revision.

#### Role and Function of the Elementary School Counselor

Ten differentiated functions in the role of the elementary school counselor were studied. Nine differentiated courses were offered which compare with the functions of the elementary school counselor, as perceived by the respondents. Supervised practicum experiences were provided for four of the role expectancies.

Counselors may have the same functions at both the elementary and secondary school levels. Respondents perceived that differentiated types of knowledge and skills were associated with each of the ten functions.

Four types of supervised practicum experiences are provided and were discussed earlier. They are designed for the counseling student to develop differentiated skills at the level in which he intends to be professionally employed. Approximately half of the differentiated programs fail to provide supervised practicum experiences in the differentiated functions as perceived by the respondents. They are: (a) career counseling; (b) assessment and interpretation of tests; (c) curriculum review and revision; (d) family life counseling; (e) coordination of parent information services; and (f) coordination of staff information services. There appears to be no provision for counseling students to develop skills at minimal competency level for their differentiated school settings in most programs. These should not be overlooked in planning for the field placement and/or internship.

The ten differentiated functions identified in this study involved a need for differentiated counselor education and supervision experiences. Future research may be designed to identify more precisely how program respondents perceive the role and function of the elementary school counselor differentially.

#### Differentiated Administrative Policies and Procedures

Admission policies and procedures were differentiated in 12 per cent of the programs. The grade point average for admission and gradu-

ation was differentiated in 6 per cent of the programs. The evidence does not reveal how the administrative standards were differentiated.

The related literature (Munson, 1970; Van Hoose et al., 1973) points to the fact that personal demands and professional role expectancies of the elementary school counselor are differentiated. Apparently his training would need to be differentiated.

Research should be designed to follow-up on these findings. One objective should be to determine if changes in differentiated elementary counselor education programs have developed. Another objective should be to determine if differentiated administrative policies and procedures changed. A third objective should be to determine the direction of differentiation for each significant differentiated policy or procedure.

Counselor certification. About half of the programs appear to be influenced by counselor certification laws. Respondents noted that many states did not have differentiated counselor certification laws. Others noted the certification laws are loosely drawn and fail to serve a regulatory function.

I recommend that counselor certification should be differentiated by law. Legislation should be developed by the elementary counselors in the state divisions of ASCA in cooperation with counselor educators. Not to be overlooked are the teachers' and administrators'

associations or representatives for input and support. The legislation should have the support of the professional people involved.

#### Statement of Recommendations

1. State departments of education should maintain current directories listing approved differentiated counselor education programs.
2. A core of differentiated counselor education courses should provide uniform consistent requirements and performance objectives.
3. Elective learning experiences should provide for flexibility, specialization, and individualization in programming.
4. The counselor education programs should reflect serious involvement by constituencies in monitoring and meeting the needs of the changing functions of the elementary school counselor.
5. Constituent school counselors, teachers, and administrators should be encouraged to participate in research and program revision.
6. Simulated learning experiences in the counseling laboratory should lead to supervised field placements.
7. Supervised practicum experiences should be inclusive and congruent with the differentiated functions associated with the role.
8. Field placements should be differentiated at the level of certification and include all counselor-related functions associated

with the elementary school counselor.

9. Those who are involved in the referral process should receive reports and/or consultations from time to time.
10. The internship should be a terminal intensive supervised experience.
11. Endorsement for certification should require demonstrated skills at entry level of competency.
12. Counselor educators should incorporate related information from professional research and literature related to differentiated counselor education in courses and units of study in both instruction and supervision.
13. Related research should seek to find out how respondents perceive that the role and function of the elementary school counselor is differentiated.
14. Research should reflect the significance of differentiated administrative policies and procedures.
15. Longitudinal studies should reflect the trends in differentiated elementary school counselor education programs.
16. A qualitative longitudinal study of differentiated counselor education programs should determine the objectives of admission screening and supervision practices.
17. Counselor certifications laws need to be strengthened to ensure

**differentiation and regulation of counselor education programs.**

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## APPENDICES

Alton E. Watts

## APPENDIX A

SUBJECT RE: Request for an up-to-the date list of the counselor education institutions that prepare elementary school counselors - National Study

We are beginning a study of the ways in which counselor education programs in the United States and its territories are differentiating their preparation programs for elementary school counselors. We will communicate with the directors of each counselor education program in each college and university, who are now preparing elementary counselors for schools in each state, territory, and the District of Columbia.

Your staff will have the information readily available. Will you please have a copy of the list of public and private colleges and universities in your state, territory, and district; of those institutions preparing elementary school counselors at the masters level, by department, department head, and address; sent to us?

Your response will enable us to begin the survey early, in your area. We appreciate your attention to this concern. Please accept our sincere thanks. There is a place for you to check, if you wish to receive a report of this survey.

Sincerely yours,

Dr. Ken B. Engle, Professor  
Chairman of Committee

Alton E. Watts  
Doctoral Student

## Enclosures 2

1) Guide for state departments of education in reporting information requested, 2) Return self-addressed postage paid envelope

Letter sent to the Chief Guidance Officer of each State Department of Education, to provide lists of institutions preparing elementary counselors.

# WESTERN MICHIGAN UNIVERSITY

COLLEGE OF EDUCATION  
Department of Counseling and Personnel

KALAMAZOO, MICHIGAN  
49008

Alton E. Watts

## APPENDIX B

Guideline: Please provide a listing of the public and private colleges and universities in your state, territory, or district that are now providing preparation programs for elementary school counselors. Your list will be most helpful if it includes the following information:

Name of Institution	Name of Department	Name of Chairman	Address
1.			
2.			
3.			
4.			

You may add other sheets, use "print-outs", or your own lists that indicate those institutions now offering preparation programs for elementary counselor education programs. Please attach this sheet to your lists.

Use a ( ) check mark if you would like to have a copy of the National Survey, ( ).

Signed,

Your name, Position and Title

P.S. The self-addressed envelope  
is enclosed for your convenience.

This form was mailed to the Chief Guidance Officer of each State Department of Education, to use as a guideline to provide the information needed.



## APPENDIX C

SUBJECT RE: FORTHCOMING ENGLE AND WATTS NATIONAL  
SURVEY

I am happy to introduce Dr. Ken B. Engle and Alton E. Watts who are beginning a national survey of programs in counselor education which train elementary school counselors. Their study is an historical comparative research which replicates part of the methodology of George Hill, (et al.) of Ohio University and Beatrice Wehrly at Texas A & M (1969). However, this study has its divergent objectives which have emerged from their own experiences.

Dr. Engle graduated from Michigan State University (1954) and has been professionally involved in educational and professional publications as well as full professor of Counselor Education at Western Michigan University.

Alton Watts has been an elementary school counselor for over three years. He entered our doctoral studies program in the Fall, 1970. He was recipient of one Graduate Associateship and two Assistantships during his residency studies.

They have plans for sharing a report of their findings with all of you who participate and indicate an interest in receiving it. I hope that you will be watching for the survey instrument which should be arriving in about a week, and that you will return it before the holidays. Thanks sincerely for your personal and professional concern.

Sincere regards,

Dr. Wm. Martinson, Chairman  
W.M. U. Counseling and Personnel

## APPENDIX D

Chairman or Spokesman  
Counselor Education Programs in  
The United States, Territories, and  
Washington, D.C.

SUBJECT RE: National Survey of Elementary School Counselor  
Education Programs of Study and Supervised Experi-  
ences

Your state department of education has recently verified that you are currently preparing elementary school counselors in your counselor education programs.

We are beginning a national study of differentiated programs of preparation for elementary school counselors in the United States and its territories, including the District of Columbia.

The questionnaire has been designed with two main concerns: (1) that it will yield the information that meets the objectives of the study, and (2) that it will take a minimum of your important time.

We thank you and appreciate any brochures or course syllabi you may wish to send, which would give us a more complete picture of your program and its rationale. Prompt assistance in providing us with accurate responses is most important to the success of the study.

Your involvement will enhance this study and ensure more validity to the reporting. Please check on the questionnaire if you wish to receive a report summary of this National Survey.

Sincerely yours,

Dr. Ken B. Engle, Professor  
Chairman of Committee

Alton E. Watts  
Doctoral Student

Enclosures 2

- 1) National Survey Questionnaire
- 2) Return self-addressed postage paid envelope

NATIONAL SURVEY  
ELEMENTARY SCHOOL COUNSELOR  
EDUCATION PROGRAMS

Name of Institution \_\_\_\_\_ Code No. \_\_\_\_\_

Name and Title of Respondent \_\_\_\_\_

Request summary of this survey \_\_\_\_\_ YES \_\_\_\_\_ NO

This questionnaire is arranged in four (4) main areas of interest.

The first interest area is centered around the topics and courses that may be included in your course of study and supervised training experiences in your professional Elementary School Counselor preparation program.

If you answer "yes," please qualify it with replies like this:

- 1) Check ( ) whether this topic is taught as a separate course(s) or is included as a unit in a broader course.
- 2) Check ( ) whether this topic is included in a required or in an elective course.

TOPICS INCLUDED IN PROGRAMS OF STUDY AND SUPERVISED EXPERIENCES IN ELEMENTARY SCHOOL COUNSELOR PREPARA- TION PROGRAMS	YES we include this topic		No we do not include this topic	COMMENTS (If more space is neces- sary, please check ( ) and use an extra, num- bered page. Please identify by using the corresponding number and letter on this sheet.)
	1	2		
	Separate Course(s)	Unit in a Course Required Elective		

1. Counseling theories and techniques						
2. Group procedures in guidance and counseling						
3. Professional identification, the profession, and its ethics						
4. Role definition, program development, and coordination of elementary school guidance services						
5. <u>The consultation process</u>						
6. <u>Individual appraisal</u>						
7. Vocational or career development theory, including the use of appropriate materials for elementary school children						
8. Research skills to enable the elementary school counselor to understand the relevant research and to appraise the outcome of his (and/or other) research						
9. Other topics related to professional studies in elementary school counseling. (See items 11, 12, and 13 before answering this item.)						
A. Survey of Exceptional Children						
B. Learning Disabilities						
C. Psychological Disorders of Childhood						

D. Others -- Please Specify						
E.						
F.						
10. Information regarding elective courses related to the educational setting in the elementary schools						
A. History and Purpose of schools and schooling						
B. Organizational influences in the elementary schools (administration)						
C. Elementary school curriculum						
D. Philosophy of elementary schooling						
E. Sociology of Schools						
F. Others -- Please Specify						
G.						
H.						
I.						
J.						
11. Information related to Behavioral and Science Foundation Courses						
A. Child Growth and Development						
B. Personality Theory and Dynamics						
C. Dynamics of Family Living						

D. Group Dynamics					
E. Theories of Learning					
F. Behavior Theory					
G. Other Related Courses					
H.					
I.					
12. Supervised Experiences Laboratory experiences are provided in the first and/or second years, for elementary school counselor students to observe and participate. They are planned to be sequential and integrated into the total preparation program.					
13. Practicum experiences are provided which enable the elementary school counselor trainee to experience the following under qualified certified supervision:					
A. Consultation with teachers					
B. Consultation with parents					
C. Counseling with small groups of pupils and/or parents					
D. Field placement in appropriate elementary school settings under supervision of certified and qualified elementary counselors and faculty staff personnel					

14. Practicum experiences (continued) Internship: an advanced level of on-the- job-supervised experiences offered in an elementary school setting, under the qualified supervision of school staff and the depart- ment's counselor education staff						
15. Is the internship a paid position?						
16. Other practicum experiences						
A.						
B.						

The second part of this survey is designed to identify the influences and the rationale involved in the development of differentiated courses and programs for preparing counselors who plan to become elementary school counselors.

Please make a check ( ) in the appropriate column which applies to the factors which influenced or affected the development, including topics, courses and programs especially geared to the preparation of elementary school counselors.

Include additional information (rationale) if you wish, below each item, in the space provided. If more space is necessary, please check ( ) and use an extra, numbered page. Please identify by using the corresponding number and letter on this sheet.

1. <u>Feedback</u>	YES	NO	COMMENTS
The topics and courses in the counselor education department may have become included in the course of studies for elementary school counselors, in response to class evaluations, questionnaires, and other kinds of information from your constituencies (publics).			

<p>A. Elementary School Counselors</p> <p>_____</p> <p>_____</p>			
<p>B. Elementary School Teachers</p> <p>_____</p> <p>_____</p>			
<p>C. School Administrators</p> <p>_____</p> <p>_____</p>			
<p>2. <u>State Certification Laws</u></p> <p>Local schools, in order to receive funding for elementary school counselors, must have counselors who possess certified specific learning experiences and competencies</p>			
<p>3. <u>Career Education</u></p> <p>Some programs are changing from strict vocational training emphasis toward the idea of the CAREER EDUCATION as an attitude that permeates all of life's preparation experiences from those of childhood through adulthood. Has a shift in the emphasis of CAREER EDUCATION for planning and curriculum coordinating influenced department program changes in the preparation of elementary school counselors?</p> <p>How? _____</p> <p>_____</p> <p>_____</p>			
<p>4. <u>APGA/ACES Standards for The Preparation of Elementary School Counselors January 1968 March 1971</u></p>			



\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

The third part of the survey is to try to identify the role and function of the elementary school counselor; his skills, competencies, and expectancies which are different from those skills, competencies, and expectancies found in the programs for secondary school counselor preparation.

Are the skills, competencies, and expectancies of elementary school counselors seen to be different (by your counselor education program) from those of secondary school counselors?

	YES	NO	COMMENTS
1. Individual counseling _____ _____			
2. Group counseling _____ _____			
3. Consultation with staff _____ _____			
4. Consultation with parents _____ _____			
5. Coordination of parent information service _____ _____ _____			

6. Coordination of staff information service			
7. Curriculum review and revision			
8. Assessment, interpretation, and other uses of tests			
9. Counseling theory			
10. Counseling practices and techniques			
11. Career counseling			
12. Family life counseling (i.e., including sex counseling)			

The fourth phase of this survey is aimed at determining differences, if any, regarding policies and procedures which are different in the administration of elementary counselor education programs from those of students in the secondary counselor education programs.

Does your department have different policies and procedures for elementary school counselor candidates than for those going into secondary school counseling?

	YES	NO	COMMENTS
1. Admission Standards			
2. Admission screen battery of tests			
3. Graduate credit hours			
4. Grade point average (entrance requirements)			
5. Grade point average (graduation and certification)			
6. Personal counseling requirement			
7. Group counseling requirement (basic encounter)			
8. Counselor certification requirement (i.e., the candidate must be certified to teach in the elementary or middle school grades)			

9. Teaching Experience Requirement (i.e.,  
the candidate must have taught 0 1 2 3 4 5 6  
years before becoming eligible for counselor  
certification in your state). Circle one number.

10. Do you want a copy of the summary of this survey?

Please include any comments you may wish to make, now that you see the nature of this survey.  
Your suggestions, material, and references to related information, will be greatly appreciated.

Thanks sincerely,

Dr. Ken B. Engle, Prof.  
Chairman of Committee

Alton E. Watts  
Doctoral Student

January 14, 1974

## APPENDIX E

Chairman or Spokesman  
Counselor Education Programs in  
The United States, Territories, and Washington, D. C.

SUBJECT RE: National Survey of Elementary School Counselor  
Education Programs of Study and Supervised Experience

We mailed a survey of 385 identified programs preparing elementary school counselors at the masters degree level, to program or department chairmen. This mailing was sent out three or four weeks ago. Yours may have been lost either there or in the holiday mails.

Your territory, district, or state board of education provided tremendous cooperation in verifying your program as one we should include in this survey.

Your full response is most important and will ensure greater validity to the study. The instrument will yield important information to the objectives of the study, yet should take only a few important moments.

We look forward to receiving your response before or by January 30, 1974 and including it in our computer analysis then.

Please check ( ) on the questionnaire if you wish to receive a copy of the summary and report of the study.

Sincerely yours,

Dr. Ken B. Engle, Professor  
Chairman of Committee

Alton E. Watts  
Doctoral Student

## Enclosures 2

- 1) National Survey Questionnaire
- 2) Postage Paid Envelope - Return Self-Addressed Envelope