

Counseling/Counselor Education Program
Department of Counseling & Educational Psychology
School of Education
INDIANA UNIVERSITY

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SELF-STUDY

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SECTION I – THE INSTITUTION

Submitted to:

Council for the Accreditation of Counseling and Related Educational Programs

May, 2008

CACREP SELF-STUDY

SECTION I

THE INSTITUTION

PLEASE NOTE: The following comments refer to each program for which re-accreditation is sought unless specifically indicated otherwise.

Standard I-A

The institution in which the academic unit is housed is accredited by a regional or institutional accrediting body that is recognized by the Council for Higher Education Accreditation (CHEA).

The School of Education *Graduate Bulletin (2005-2007)* states on its title page “Indiana University, a member of the North Central Association (NCA), is accredited by the Higher Learning Commission: www.ncahigherlearningcommission.org” (See link for graduate bulletin listed below).

The School of Education online *Undergraduate Academic Bulletin (2005-2007)* states (http://www.indiana.edu/~bulletin/iu/educ_ug/2005-2007/education.shtml) “The School of Education is accredited by the National Council for Accreditation of Teacher Education (NCATE) and by the North Central Association of Colleges and Secondary Schools.”

Standard I-B

The current institutional catalogue or bulletin accurately describes the academic unit and each program offered, including admissions criteria, minimum program requirements, matriculation requirements (for example, examinations, academic-standing policies), and financial aid information.

The 2005-2007 *Graduate Bulletin* of the School of Education describes the Counseling/Counselor Education Program (See link for on line graduate bulletin: http://www.indiana.edu/~bulletin/iu/educ_grad/2005-2007/). The admissions criteria for graduate studies are fully explained on pages 8 – 11. Admissions requirements for graduate studies in the School of Education include a complete application, possession of a bachelor’s degree or its equivalent from an accredited institution, official transcripts from all collegiate work, Graduate Record Examination scores, three letters of recommendation, and a personal goal statement. General requirements for Master’s degree programs in the School of Education may be found on pages 26 and 27 in the same publication. General requirements for the Education Specialist (Ed.S.) degree may be found on pages 45-47 in the 2005-2007 *Graduate Bulletin* of the School of Education. Information about Financial Support is included on pages 13 – 15 of the 2005-2007 *Graduate Bulletin* of the School of Education.

Standard I-C

The academic unit is clearly identified as part of the institution’s graduate offerings and has primary responsibility for the preparation of students in the program. If more than one academic unit has responsibility for the preparation of students in the program, the respective areas of responsibility and the relationships among and between them must be clearly defined.

The program area of Counseling/Counselor Education is clearly identified as a part of the School of Education Graduate Program (See **Link, above**). There is a Graduate Program Committee which advises the Associate Dean for Graduate Studies. Curricular, admission and retention policies are administered through the office of the Associate Dean for Graduate Studies in the School of Education. **See Exhibit I-1 for organizational chart for the School of Education.**

The academic unit responsible for administering the programs in Counseling/Counselor Education is the core campus of the Indiana University School of Education. (The core campus refers to Indiana University – Bloomington (IUB) and Indiana University Purdue University Indianapolis (IUPUI). Other campuses of the Indiana University statewide system also offer counseling courses/degrees; however, they have no direct relationship to the counseling programs at the core campus (IUB and IUPUI)).

The Indiana University School of Education core campus is an academic unit with faculty, students, and staff on the Bloomington (IUB) campus and the IUPUI campus.

Dean Gerardo Gonzalez is the dean of the School of Education. **See Exhibit I-1** for the School of Education organizational chart. The Associate Dean for Graduate Studies in the School of Education serves as the head of Graduate Studies. The School of Education has sole responsibility for the preparation of students in the program of Counseling/Counselor Education (See **link for on line graduate bulletin**).

The Counseling/Counselor Education program, though located on two campuses (IUB/IUPUI) is an integrated program. The core campus has one Policy Council (the policy-making body of the School of Education) with elected representatives from Indiana University-Bloomington and Indiana University Purdue University Indianapolis (IUPUI). There is one Promotion and Tenure Committee for the School of Education core campus. This committee has representatives from IUB and IUPUI. The curricula for the counseling programs on the core campus have been determined by the faculty in the counseling program (faculty members from both campuses). Faculty meetings include faculty from the core campus. Admission criteria as stated in the School of Education *Graduate Bulletin* apply to the core campus. Admissions are handled by the counseling faculty. (While students do apply to a particular campus, the admission standards are identical. Admissions are handled at each campus.) MS degrees are awarded by the School of Education by campus. The Ed.S. (Education Specialist) degree is awarded by the Bloomington campus. The School of Education has authority over these degrees. Essentially, the standards are the same for admissions, curriculum, and promotion and tenure. In other words, the only substantial difference is a geographic one.

As may be noted by looking at the faculty teaching assignments indicated in Section IV of this self-study report pages 41 - 47, IUPUI has three full-time faculty members. In the last self-report, the IUPUI program had two full-time faculty; however, during the 2005-2006 academic year, Dr. Chalmer Thompson transferred from the Bloomington campus to the IUPUI campus.

Curricular changes for the core campus must be approved by the School of Education Graduate Program Committee (comprised of faculty from IUPUI and IUB), the School of Education Policy Council and the Education Council (consisting of representatives from each of the Indiana University campuses).

Students in the integrated core campus counseling programs may enroll in courses on both campuses regardless of their original matriculation. Class schedules are designed to accommodate this to the extent possible. For example, the G505, *Individual Appraisal: Principles and Procedures* course is offered

only once per year on the Bloomington campus (in the fall). At IUPUI it is offered during the spring and summer, thereby enabling students to take this course whichever semester they need it by looking at the course offerings at both campuses. Another example is the G532, *Introduction to Group Counseling* course. On the Bloomington campus it is offered during spring semester and during summer session. On the IUPUI campus it is offered in the fall semester and during the summer session. A further example of the integrated program in counseling at IUB/IUPUI is the summer workshop, G581 (commonly referred to as the Munger Conference). This workshop is held on the Bloomington campus but is attended by students from both campuses (as well as having attendees from throughout the state). Students in the Ed.S. program utilize faculty members from both campuses for their Ed.S. committee.

Standard I-D

Cooperative relationships exist between the academic unit and other academic units that contribute to the professional preparation of students in the program as well as off-campus professional and community resources.

Students in the program area of Counseling/Counselor Education are required to take courses outside the Counseling/Counselor Education area. Specifically, courses must be taken in the area of research (Inquiry component of the Department of Counseling and Educational Psychology); human development (Educational Psychology – Development component of the Department of Counseling and Educational Psychology). Students also take an elective course which comes from a wide variety of other academic units, such as Special Education, the School of Health, Physical Education and Recreation (HPER), the Department of Psychology, located in the College of Arts and Sciences, Sociology, Criminal Justice, Anthropology, etcetera. The program area of Counseling/Counselor Education has worked very closely with departmental colleagues (in Inquiry, Educational Psychology, Development) as curricular changes have been made to ensure that CACREP core areas are fully addressed.

The counseling faculty has consistently sought to strengthen our program by utilizing the broad range of services afforded to us by the presence of many local and state resources, in the fields of both school and mental health counseling. Over the years the faculty has cultivated associations with many professionals, schools and agencies in Indiana and has actively sought to create and maintain reciprocal relationships. This has been provided in numerous ways, some of which will now be outlined. This outline will first present ways in which practitioners inform, support and serve the program and will then examine ways in which reciprocal services are provided to them.

First, we have long been committed to providing our students with site supervisors who will not only provide excellent clinical feedback, but will serve as role models to our students. To provide, this, we utilize long-established ties to many alumni, as well as other professionals, who frequently serve as supervisors for our students taking practicum and internship.

While there is formal contact relating to the supervision experience, other professionals (largely former students), who may not serve as site supervisors, have positions of considerable responsibility, e.g., directors of guidance at area schools, clinical directors or administrative heads of mental health agencies, the State Department of Education personnel, etc. This program is committed to consulting with these practitioners on a regular basis, to ensure not only that we are remaining current with practice issues, but also that we are benefiting from their professional opinions on clinical and training issues.

To ensure that our students receive input from practitioners on specific, focused areas of practice, various courses utilize guest speakers drawn from the counseling and allied health community. In particular, G550 (Internship in Counseling), G524 (Practicum in Counseling), and G647 (Advanced Internship in Counseling) utilize a wide variety of professionals to present to students on subjects as diverse as running a private practice, counseling survivors of sexual abuse or outlining their utilization of a specific theory and set of techniques. Another example of this would be the speakers who come frequently to the Center for Human Growth to present to students at their weekly meetings. We have found this to be an invaluable source of instruction for our students. Please see **Exhibit I-2** for information concerning in-service presentations.

Our program's most significant commitment to providing services to practitioners in the state of Indiana is to annually sponsor a summer conference, named for a long-time faculty member and chair, Paul Munger (now deceased). This conference is now in its 45th year. Each year the conference attracts 100-150 counselors from throughout Indiana, including both school and mental health counselors. To further provide service, academic credit, CEU's and CRU's are offered to enable practitioners to meet their licensing requirements. The school counselors come from almost every corporation in the state and represent a variety of agencies. A large number of presenters are recruited for the conference and they are enlisted to meet the needs outlined by the attendees in their end-of-conference survey or are asked because of their expertise in areas that inform current issues, developments and trends in counseling practice. Presenters range from IU faculty and students to local school and agency practitioners, but also may include allied professionals such as lawyers who present on legal issues or computer experts who train attendees in relevant technology applications. The Summer, 2008 Conference program is included (See the following link: <http://munger.indiana.edu/Home/tabid/53/Default.aspx>)

The counseling program also sponsors an electronic listserv entitled "CounselorTalk". The primary purpose of the listserv is to provide a vehicle of communication for Indiana counselors. School counselors utilize it more heavily; however, agency counselors are also welcome to participate. At this time almost half of the public school counselors in Indiana are participating in CounselorTalk. More complete information is contained in **Exhibit I-3**.

Cooperative relationships also exist between the Indiana Counseling Association, the Indiana Department of Education, the Indiana Professional Standards Board, and the Health Professions Board. Moreover, the program maintains cooperative relationships with field site supervisors and professionals and agencies in the community and surrounding counties, as described above.

Standard I-E

The institution is committed to providing the program with sufficient financial support to ensure continuity, quality, and effectiveness in all of the program's learning environments.

The School of Education is the budget responsibility center. For example, this center funds ample supplies and equipment for departmental faculty as well as excellent technological support. On the Bloomington campus there is money budgeted to the Department of Counseling & Educational Psychology for such things as travel monies, graduate assistantships, stipends for graduate students to attend professional meetings, and money for receptions at annual conventions for alumni gatherings. For example, there are two graduate assistantship positions for the Center for Human Growth (on-campus clinic, operated by the program area of Counseling) Assistant Directors. In the past the Department has provided graduate assistantship support for instruction; and for CACREP application

and preparation. There is also a graduate assistantship plus money to hire hourly assistance for the annual summer conference (G581, the Munger Conference). The Department also provides support for adjunct assistance when needed.

Although the School of Education University Dean has ultimate budgetary responsibilities over both campuses, the IUPUI campus is a separate budget center. At IUPUI the Counseling and Counselor Education Program (C/CE) is provided with adequate supplies, equipment and technological support. At IUPUI C/CE is also provided a ¼ - time Coordinator for Field Placement position and support for part-time instructors as needed each semester.

Standard I-F

The institution provides encouragement and support for program faculty to participate in professional organizations and activities (for example, professional travel, research, and leadership positions).

Extensive resources are available to faculty to support their participation in professional organizations and activities, research, and service activities at all levels. (See **the following link:** (<http://research.iu.edu/>). This website describes internal funding opportunities for faculty within Indiana University.

Within the Department of Counseling and Educational Psychology, each faculty member is allotted \$800 annually for professional travel. However, if at the end of the fiscal year faculty document travel expenses in excess of \$800, additional reimbursement may be made if the budget allows for it. Also, faculty members who travel internationally for professional purposes (presentations at conferences, for active involvement in an organization, etc.), an additional \$400 to \$800 is available through the International Programs Office, plus an additional \$500 School of Education supplement. Also, faculty members who have internal grants may receive support for travel through those grants.

Faculty members in the IUPUI School of Education are allotted \$500 annually for professional travel (\$300 if the faculty member is only attending and not presenting a paper). However, faculty members who need to travel more extensively may negotiate with the Executive Associate Dean of the School of Education for additional travel monies.

Indiana University expects it's faculty to be professionally involved and encourages such participation. The faculty in the area of Counseling has been extremely active at the national level in service, as well as research activities. Support for such activities is apparent since a number of the Counseling faculty have been elected to national offices: Tom Froehle (Emeritus), past president of Division E, AERA; Rex Stockton, past-president of the Research and Assessment Corporation for Counselors (a corporate affiliate of the National Board for Certified Counselors), past president, Association for Specialists in Group Work, State Licensure Board, Indiana School Counselor Board; Marianne Mitchell (Emeritus), past president, American Counseling Association; Marianne Mitchell, past-president, Association for Counselor Education and Supervision. (Please see faculty vitae in **APPENDIX I** for more details.)

Standard I-G

The institution makes available to students in the program personal counseling services provided by professionals other than program faculty and students.

Personal counseling services are available from a variety of sources. On the Bloomington campus counseling services are available through Counseling and Psychological Services (CAPS), located in the Indiana University Health Center. At IUPUI counseling is available at the CAPS office located in the student union building. The CAPS staff members are professional counselors, social workers, psychologists, and psychiatrists. In addition, a number of local service providers is available for students who may have training links to CAPS. (See **Exhibit I-4**)

See the CAPS website (<http://healthcenter.indiana.edu/caps/>) and the website from the IUPUI Counseling Center (<http://www.iupui.edu/~sldweb/caps/>).

Standard I-H

Access to library and other learning resources is appropriate for scholarly inquiry, study, and research by program faculty and students.

The Indiana University Libraries comprise one of the leading academic research library systems in North America, providing strong collections, quality service and instructional programs, and leadership in the application of information technologies.

On the Bloomington campus, the Herman B Wells Library, with its double towers of Indiana limestone, is the visual center of the multi-library system and primarily supports the disciplines of the humanities and social sciences. More than 4.6 million volumes are contained in this building. The IU Bloomington Libraries rank 13th among member libraries of the Association of Research Libraries (ARL). A team of specialists select, manage, and build our research collections, which include more than 6.6 million books in over 900 languages. Users can access more than 400 databases, 43,000 electronic journals, and 224,000 electronic books, as well as locally developed digital content.

- Books and bound journals: 6,793,441
- Microforms: 3,669,655
- Archives and manuscripts (in linear feet): 36,302
- Serials subscriptions: (print) 15,802; (electronic) 54,344; (other) 9,187

In addition to the Herman B. Wells Library, students in the Counseling programs on the Bloomington campus have access to the Education Library, housed with the School of Education. The Education Library contains an extensive collection of more than 75,000 bound volumes, including teaching and reference materials, journals, children's literature and every K-12 textbook being considered or used by Indiana's school districts. Numerous counseling resources, including current journals are also available in the Education Library. Also housed in the Education Library are nearly 500,000 documents on microfiche, approximately 400 current periodical subscriptions, an extensive collection of CD-ROM and video materials and nearly 40 computer workstations, providing access to university-wide library catalogs, databases and reference materials; e-mail and the World Wide Web; and word processing and laser printing.

The IUPUI University Library is central Indiana's premier academic research library designed to serve the needs of the electronic age. In addition to holdings of more than 650,000 volumes, subscriptions to 4,000 plus periodicals and journals, and a full range of reference materials, the library hosts more than 250 public computer stations that provide access to campus electronic resources, the catalog systems of regional academic libraries, and the Internet. The library also houses 1,700 study spaces, group study rooms, computer and general classrooms, meeting rooms, and a 100-seat multimedia auditorium. The library is one of the most technologically sophisticated library/high technology centers on the North American continent. Hosting over 300 scholar's computer workstations, the library patron may access academic reference and research tools, application software, course reserves, live news/educational television and videotapes, and the Internet.

The professional schools on the IUPUI campus, medical, dental, and law, have separate libraries that are open to counseling students and faculty. Also, members of the IUPUI community may request materials from any library in the Indiana University system, a collection that numbers over 7.8 million bound volumes.

The Curriculum Resource Center at IUPUI is located on the first floor of the School of Education and contains a variety of books, education journals, and other materials for education students, including those in the C/CE program. More information concerning the IUPUI Library may be found at <http://www.ulib.iupui.edu/about>.

The Herman B. Wells Library is open Monday through Thursday from 8:00 A.M to Midnight; Friday from 8:00 A.M. to 9:00 P.M., Saturday from 10:00 A.M. to 9:00 P.M., and Sunday from 11:00 A.M. to Midnight.

The Education Library is open Monday through Thursday from 8:00 A.M. to 10:00 P.M., Friday from 8:00 A.M. to 5:00 P.M., Saturday from 9:00 A.M. to 5:00 P.M., and Sunday from 1:00 P.M. to 10:00 P.M.

The IUPUI University Library is open Monday through Thursday from 8:00 A.M to 10:00 P.M., Friday from 8:00 A.M. to 9:00 P.M., Saturday from 8:00 A.M. to 6:00 P.M., and Sunday from 12:00 Noon to 11:00 P.M.

Some additional services provided include electronic databases, photocopy and delivery services, interlibrary loans, reserve services, and instructional services including group and individual instruction in computerized database searches, web searches, using library resources, and much more.

Standard I-I

The institution provides technical and financial support to program faculty and students to ensure access to information systems and data analysis for teaching and research.

All faculty in the Department have personal computers in their offices which are connected to the entire Indiana University Computing Services. Extensive technology support services are available. Indiana University has been designated as one of the most "wired" universities in the nation. There are computer laboratories in the School of Education for student use. Please refer to http://site.educ.indiana.edu/strongETSstrong/ClassroomFAQs/classrooms_labs/tabid/6432/Default.aspx for detailed information.

There is also an office for Educational Technology Services (ETS). This office maintains over 600 computers in the Wright Education Building and Smith Research Center. The majority of computers are Intel-based computers, and approximately 15% are Macintosh. In addition to maintaining these computers, ETS maintains a voice and video network, manages an annual computer upgrade program, assists with hardware and software problems, and provides services so users can connect to the network from home.

The Center for Statistical and Mathematical Computing (Stat/Math Center) enables students to do statistical analyses and advanced mathematical operations. Services available include consultation, software, data access assistance and instructional support. The abundant, innovative software available is an asset for students to easily and effectively perform statistical operations. Support services are free of charge to Indiana University students. The Math/Stats Center, located at 410 North Park Avenue, is available to all faculty and graduate students. There is also access to professors in the Department who teach the inquiry courses.

Web Address: <http://www.indiana.edu/~statmath/>

The Stat/Math Center, located on the IU-Bloomington campus, also serves IUPUI faculty and students. Although the Center does not maintain an office on the IUPUI campus, faculty and students may travel to Bloomington or receive assistance via phone or e-mail. On the IUPUI campus, faculty and students have access to a variety of research support services through University Information Technology Services (UITS), including the UITS Support Center, Research and Academic Computing, and the IUPUI Testing Center (**See the link listed below**).

<http://uits.iu.edu/>

Every student and faculty member has access to data analysis assistance provided by the Center for Statistical and Mathematical Computing. Additionally, Lindley Hall has a consultant in data analysis. All computer centers have consultants. Money for these various resources is allocated in the IU budget.

It is expected that faculty members will conduct research (as reflected in faculty load). Travel funds are available from the School of Education for faculty to explore funding opportunities for research purposes. There is a School of Education Center for Research and P-16 Collaboration, which assists faculty in attaining internal and external funding for research purposes.

Please see: <http://p16center.educ.indiana.edu/sites/p16/Pages/home.aspx>

Staff in the research and development office locate appropriate grants depending on a faculty member's specific interests. Once a faculty member decides to apply for a particular grant and writes a proposal, the office then helps individuals prepare an appropriate budget (funding for graduate assistants, health insurance, salary, supplies, travel, etc.) and conform to University pre-approved and agency sponsor guidelines. Please see <http://p16center.educ.indiana.edu/sites/p16/research/internalfunding/Pages/default.aspx> which describes Internal Grant Competition in the School of Education.

There is also the Research and University Graduate Schools (RUGS). Like the School of Education Research and Development Office, this office assists in locating funding sources for research projects and helps faculty correctly prepare proposal budgets and forms. In addition, this office offers training in developing competitive proposals, submits completed proposals, negotiates grants and contracts with funding agencies, and facilitates biosafety, animal, and human subjects risk approvals. Faculty can obtain information by contacting RUGS at their website: <http://www.research.indiana.edu/>.

In addition the resources in the School of Education and RUGS, the Office of the Vice Provost for Research offers multiple resources for faculty at Indiana University. The mission of the Office of the Vice Provost for Research is to enhance federal, state, and private support for IU's varied research endeavors on the Bloomington and regional campuses.

SECTION II – PROGRAM OBJECTIVES AND CURRICULUM

Submitted to:
Council for the Accreditation of Counseling and Related
Educational Programs

CACREP SELF-STUDY

SECTION II PROGRAM OBJECTIVES AND CURRICULUM

Note: The following comments refer to each program for which accreditation is sought unless otherwise indicated.

Philosophy

Professional counselors assist individuals to enhance human development throughout the life span. Professional counselors respect the dignity of all persons and are sensitive to the needs of diverse groups in our pluralistic society. Professional counselors assist people to deal with emotional/behavioral problems and the challenges of everyday life. Goals are developmental, educative, preventive, and remedial. The basic value commitment of the program is to the optimum development of the individual with an emphasis on helping students/clients learn more effectively and efficiently.

Mission

The Counseling and Counselor Education (C/CE) Program offers a 48 semester credit hour MS degree with tracks in school counseling (Bloomington and Indianapolis) and community counseling (Bloomington) as well as a 65 semester credit hour Ed.S. degree in mental health counseling (Bloomington). The purpose of the C/CE program is to prepare professional counselors, who will be able to assist people in growing mentally, emotionally, socially, educationally, and professionally. Professional counselors work in educational, health care, residential, private practice, community agency, government, corrections, and business and industry settings.

The mission of the C/CE Program is to prepare highly competent, professional counselors for Indiana, the nation, and beyond, who are able to work effectively with diverse client populations in school, community, mental health and related settings. We:

1. are committed to the training of students who represent diversity in gender, race, ethnicity, sexual orientation, culture, socioeconomic status, religious affiliation, and disability status;
2. promote a strong sense of professional identity in students;
3. prepare professional counselors who understand counseling and related theories and can translate such theories into effective practice with diverse client populations;
4. prepare reflective, ethical, and highly skilled practitioners who are knowledgeable and skilled in the most current and effective methods of counseling, consultation, collaboration, leadership, and advocacy;
5. prepare professional counselors who are committed to helping others fulfill their human potential;

6. aid students to earn appropriate licensure and/or certification in their chosen area;
7. emphasize a commitment to the value of research and best practices in the counseling field; and
8. work in partnership with a range of constituents to effect thoughtful change at local, national and international levels.

Standard II-A

A comprehensive mission statement has been developed that brings the program into focus and concisely describes the program's intent and purpose.

The philosophy and mission statements for the C/CE program are presented above.

The mission statement:

II-A-1:

describes the types of students it serves, its geographic orientation, and the priorities and expectations of the faculty;

The mission statement presented above was developed to provide an over-arching focus for the C/CE program and to make clear the intent and purpose of the formal and informal curriculum employed. The mission statement describes the diverse types of students served and the variety of settings in which students can prepare themselves to serve. The statement also clarifies that this is one program with degree offerings on both the Bloomington and Indianapolis campuses. Additionally, the statement outlines specific priorities and expectations of the faculty.

II-A-2:

is the basis for the development of program objectives and curriculum;

The C/CE faculty has carefully considered the philosophy and mission of the program in the construction of the program objectives and curriculum.

II-A-3

is published and available to faculty and students; and

The philosophy and mission statements appear in the MS Student Handbook and the IUPUI Program Guide [see Exhibits II-1 and II-2]; both are regularly distributed to all faculty and students. These statements also appear in the C/CE web site.

II-A-4

is reviewed at least once every three (3) years and revised as needed.

The philosophy and mission statements are formally reviewed and revised by the C/CE faculty at least once every three years.

Standard II-B:

The program objectives:

The objectives of the C/CE program are to:

1. recruit intellectually talented and interpersonally responsive students who represent a diverse and pluralistic society;
2. instill in students, the personal characteristics/dispositions (e.g., empathy, caring, dedication, sense of fairness, genuineness, tolerance) that are vital to forming effective helping relationships;
3. provide curricular experiences reflecting CACREP preparation standards for students whose professional lives will be in an increasingly multicultural and global society characterized by rapid social and economic change;
4. develop effective clinicians who have the skills and abilities to work in a variety of settings;
5. provide quality didactic and clinical instruction and, whenever possible, integrate the two;
6. utilize the resources of the School of Education to expose and acquaint students with cutting edge technology available for research, training, professional development, and the delivery of services;
7. provide opportunities for students to engage in research with faculty and advanced graduate students;
8. provide students with a firm foundation of knowledge and experience in ethical standards and practice;
9. identify, select, and evaluate sites which will provide quality field experiences;
10. evaluate the program on a regular basis, including a review of program and curricular objectives by faculty, current and former students, and personnel in cooperating agencies;
11. provide a technologically sophisticated facility for the practice of counseling, assessment, consultation, and supervisory skills.

II-B-1

reflect current knowledge and positions from lay and professional groups concerning the counseling and human development needs of a pluralistic society;

The objectives of the C/CE program have been established after careful and thoughtful consideration of the core curricular areas of CACREP as well as mental health licensure requirements and school counselor credentialing requirements in the State of Indiana. Program objectives have also been reviewed by the program's advisory board consisting of professionals, graduates, current students, and faculty, who meet regularly. Furthermore, the Community Program, the School Counseling Program, and the Mental Health Program have developed separate objectives that reflect current knowledge concerning the needs of individuals in our pluralistic society.

II-B-2

reflect the present and projected needs of a pluralistic society for which specialized counseling and human development activities have been developed;

The curriculum in C/CE includes a specific course (G575—Multicultural Counseling) which reflects the present and projected needs of a pluralistic society. Additionally, the program area’s annual counseling conference (The Paul Munger Conference) includes speakers and workshops related to a variety of special populations. Also, practica and internship seminars address the needs of a pluralistic society. Additionally, courses in the counseling sequence include aspects of multiculturalism in course content as appropriate.

II-B-3

reflect input from all persons involved in the conduct of the program, including program faculty, current and former students, and personnel in cooperating agencies;

Program faculty members annually review program objectives. Review of program objectives is solicited annually from current and former students, as well as personnel in cooperating agencies. For example, current students’ input is solicited through focus groups in the G598 (professional seminar) course. The C/CE Program Advisory Board, consisting of current and former students, program faculty and personnel in cooperating agencies, conducts an on-going review of program objectives. **See Exhibit II-3** for minutes of the meeting of November 30, 2007 where the Advisory Board reviewed the program philosophy, mission, objectives, and curriculum. Also see **Program Evaluation report** for feedback from both current students and field supervisors.

The advisory board consists of program faculty, a graduate student representative and professionals within the surrounding community who are credentialed as school counselors and mental health counselors. The 2007-2008 Board members include:

Kelly Dunn: Former State Dept of Education, Counseling Consultant. Currently the Placement coordinator for IUPUI

Matt Fleck: State Dept of Education, Counseling Consultant. Former school counselor.

Gwen Hobley: student member

Kathy Burnell: Director of Guidance, Plainfield High School

Kimble Richardson, LMHC: St. Vincent’s Hospital

Danny Waddle, LMHC: St. Vincent’s Hospital

Gina Woodward: School Counselor, Clark Pleasant Middle School

Sharon Yarber: School Counselor, Eastern Greene High School

II-B-4

are directly related to program activities; and

Curricular experiences have been constructed to reflect the program objectives indicated above [see individual course syllabi in **Appendix II** and catalogue descriptions School of Education Graduate Bulletin: http://www.indiana.edu/~bulletin/iu/educ_grad/2005-2007/]

II-B-4

are written so that they can be assessed.

The C/CE program assesses program objectives through various methods. The program continually monitors recruitment and admissions procedures and has an established record of admitting academically strong and interpersonally sensitive students from diverse groups. Objectives, related to program curriculum and instructional quality, are assessed through course evaluations, feedback from both current and former students, and from cooperating site supervisors. A number of the program objectives concern developing effective counselors and clinicians. These objectives are measured using various assessment procedures, including direct observation of students, written examinations, review of videotapes, and formal surveys.

Standard II-C

Programs in Career Counseling, College Counseling, Community Counseling, Gerontological Counseling, School Counseling, and Student Affairs are comprised of a minimum of two full academic years, defined as four semesters or six quarters of approved graduate-level study with a minimum of 48-semester credit hours or 72-quarter credit hours required of all students. Programs in Mental Health Counseling and Marital, Couple and Family Counseling/Therapy are comprised of approved graduate-level study with a minimum of 60-semester credit hours or 90-quarter credit hours required of all students.

The C/CE school counseling and community counseling program tracks both require a minimum of 48 semester credits across a minimum of two full academic years. The mental health program is a 65 semester credit hour program leading to both an Ed.S. (Education Specialist) degree and an MS degree.

Standard II-D

Students actively identify with the counseling profession by participating in professional associations such as the American Counseling Association (ACA), its divisions, branches, and affiliate organizations, and by participating in seminars, workshops, or other activities that contribute to personal and professional growth.

Information and application forms for ACA and related organizations, as well as seminar and workshop opportunities, are regularly displayed on office and/or faculty bulletin boards. In the G502 (Professional Orientation and Ethics) and G598 (Seminar on Professional Issues) classes, particular attention is given to familiarizing students with counseling related organizations and the importance of being actively involved in the profession. Professional organizations and learning opportunities are often discussed in other counseling classes as well. Students are also informed of professional opportunities and activities via e-mails sent out by the program area. Limited departmental funds are sometimes available for student travel to professional meetings and faculty often involve students in presentations at local, state and national levels.

Standard II-E

Over the course of one academic term, students meet for a minimum of 10 clock hours in a small-group activity approved by the program. This planned group requirement is intended to provide direct experiences as a participant in a small group.

Students in each program for which accreditation is sought participate in a small group experience (in excess of 10 hours during the semester) as part of the curricular experiences in G532 (Introduction to Group Counseling). This course is required for all students in the school, community, and mental health counseling tracks.

Standard II-F

Consistent with established institutional due process policy and ACA *Ethical Standards*, when evaluations indicate that a student is not appropriate for the program, faculty should assist in facilitating the student's transition out of the program and, if possible, into a more appropriate area of study.

The School of Education 2005-2007 Graduate Bulletin has a section entitled "Retention in Graduate Programs" (see above link). A more detailed policy is provided in the C/CE MS Student Handbook [See Exhibits II-1 and II-2] under "Student Retention Policy," which specifies the procedures to be followed in the instance of a student's inappropriateness for the counseling program. This policy states the following:

In the *School of Education Graduate Bulletin*, policies governing graduate programs are described. There is a specific section entitled "Retention in Graduate Programs."

In addition to terminating students for academic reasons, students may be terminated from the Counseling/Counselor Education program for ethical violations and/or "personal unsuitability for the profession." All students are evaluated annually by the entire faculty. This evaluation includes a section on personal (clinical, professional, interpersonal) functioning. Where there is sufficient concern, an evaluation will be written, with a copy signed by the student, and placed in the student's file.

As a result of the evaluation, the faculty may decide that further monitoring is needed and a committee will be formed, which will consist of the student's advisor and two other faculty members who are familiar with the student. A meeting will be held with the student, where the concerns and recommendations of the faculty are clearly explained (both orally and in written form) to the student. The student will have an opportunity to discuss his or her thoughts, feelings, and reactions.

If appropriate, a written plan for remediation will be approved by the full counseling faculty and presented to the student (with a filed copy, signed by the student). This plan will clearly specify what changes are expected and what time limits are operative. It will also include a statement indicating that failure to remediate may result in termination from the program. (This constitutes "due process" – the student is advised of his or her shortcomings, is given an opportunity to correct them, and is made aware of the possible consequences of failure.)

These procedures have been developed within the overall framework of Indiana University policy. The C/CE program area at Indiana University adheres to the Indiana University *Code of Student Rights, Responsibilities, and Conduct* [see <http://dsa.indiana.edu/Code/index.html>].

Standard II-G

Flexibility is provided within the program's curriculum to accommodate individual differences in student knowledge and competencies.

Each student is assigned a faculty advisor to assist students in course selection and planning. Individual needs and differences are accommodated through selection of course electives and transfer of credit. Special provisions may be made for students with disabilities.

Standard II-H

Syllabi are distributed at the beginning of each curricular experience, are available for review by all enrolled or prospective students, and include all of the following:

II-H-1

objectives;

II-H-2

content areas;

II-H-3

required text(s) and/or reading(s);

II-H-4

methods of instruction, including a clear description of how content is delivered (e.g., lecture, seminar, supervised practical application, distance learning); and

II-H-5

student performance evaluation criteria and procedures.

Syllabi are available for all current and prospective students to review, and include: objectives, content areas, texts or readings, methods of instruction, and evaluation criteria. Syllabi are available in the department through the secretaries and are usually also available through Indiana University's Oncourse-CL website or on faculty members' personal websites. Please refer to syllabi in **Appendix II**.

Standard II-I

Evidence exists of the use and application of research data among program faculty and students.

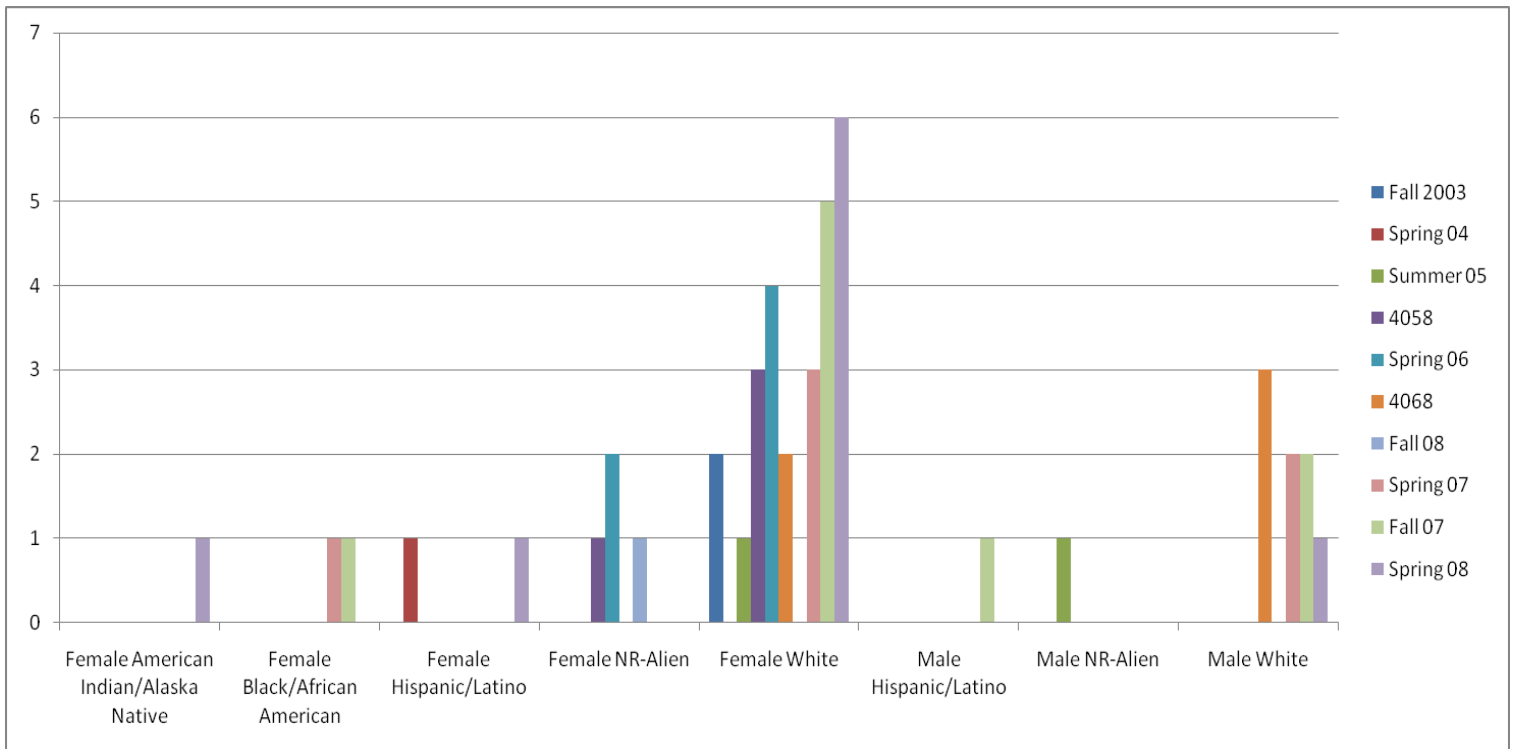
Faculty members make reference to research findings relative to the courses they are teaching. In some courses students are required to write papers demonstrating that they are knowledgeable concerning the efficacy of the counseling approaches they are utilizing. Textbooks which are adopted are current in their discussions of relevant research. Supplemental materials are often made available in classes. Indiana University's extensive library holdings are readily accessible to students. **[See Appendix II for course syllabi]**

Standard II-J

Each program for which accreditation is sought must show a history of graduates.

EDS Students

Students Row Labels	Semester											Grand Total
	Fall 2003	Spring 04	Summer 05	4058	Spring 06	4068	Fall 08	Spring 07	Fall 07	Spring 08		
Female	2	1	1	4	6	2	1	4	6	8	35	
American Indian/Alaska Native										1	1	
Black/African American								1	1		2	
Hispanic/Latino		1								1	2	
NR-Alien				1	2		1				4	
White	2		1	3	4	2		3	5	6	26	
Male			1			3		2	3	1	10	
Hispanic/Latino									1		1	
NR-Alien			1								1	
White						3		2	2	1	8	
Grand Total	2	1	2	4	6	5	1	6	9	9	45	



MASTERS

Graduating Year	MS Degrees	Females/ Males	Ethnicity	Campus
2003-2004	34	27/7	Caucasian: 32 Other: 2	IUPUI
2003-2004	34	24/10	Caucasian: 22 African American: 1 Asian: 4 Other/NR: 6	BL
2004-2005	39	37/2	Caucasian: 35 African American: 1 Hispanic: 1 Asian: 2	IUPUI
2004-2005	30	26/4	Caucasian: 23 Asian: 4 Other/NR: 3	BL
2005-2006	41	34/7	Caucasian: 33 African American: 7 NR: 2	IUPUI
2005-2006	34	26/8	Caucasian: 30 African American: 1 Asian: 2 Other/NR: 1	BL
2006-2007	42	36/6	Caucasian: 35 African American: 3 Hispanic: 2 American Indian: 1 Asian: 1	IUPUI
2006-2007	40	30/10	Caucasian: 30 African American: 2 Hispanic: 2 Asian: 2 Other/NR: 4	BL

Standard II-K

Curricular experiences and demonstrated knowledge in each of the eight common core areas are required of all students in the program. The eight common core areas follow.

While the core areas may be covered in multiple courses, we have listed below the primary courses for each common core area and placed an asterisk (*) next to the course which **primarily** meets the standard. Other courses which are listed also contribute to knowledge and skill competence for the area.

II-K-1

PROFESSIONAL IDENTITY – studies that provide an understanding of all the following aspects of professional functioning:

*G502 (Professional Orientation and Ethics) is the primary course which provides an understanding of all aspects of professional functioning.

II-K-1-a

history and philosophy of the counseling profession, including significant factors and events;

*G502 (Professional Orientation and Ethics)
G598 (Seminar on Professional Issues)

II-K-1-b

professional roles, functions, and relationships with other human service providers;

*G502 (Professional Orientation and Ethics)
G524 (Practicum in Counseling)
G550 (Internship in Counseling)
G598 (Seminar on Professional Issues)

II-K-1-c

technological competence and computer literacy;

*G598 (Seminar on Professional Issues)
G502 (Professional Orientation and Ethics)
G552 (Career Counseling: Theory/Practice)

II-K-1-d

professional organizations, primarily ACA, its divisions, branches, and affiliates, including membership benefits, activities, services to members, and current emphases;

*G502 (Professional Orientation and Ethics)
G598 (Seminar on Professional Issues)

II-K-1-e

professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues;

- *G502 (Professional Orientation and Ethics)
- *G550 (Internship in Counseling)
- G598 (Seminar on Professional Issues)

II-K-1-f

public and private policy processes, including the role of the professional counselor in advocating on behalf of the profession;

- *G598 (Seminar on Professional Issues)
- G502 (Professional Orientation and Ethics)

II-K-1-g

advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients; and

- *G575 (Multicultural Counseling)
- G502 (Professional Orientation and Ethics)
- G598 (Seminar on Professional Issues)

II-K-1-h

ethical standards of ACA and related entities, and applications of ethical and legal considerations in professional counseling.

- *G502 (Professional Orientation and Ethics)
- G598 (Seminar on Professional Issues)

The ethical standards are infused in course content throughout the entire curriculum.

II-K-2

SOCIAL AND CULTURAL DIVERSITY – studies that provide an understanding of the cultural context of relationships, issues and trends in a multicultural and diverse society related to such factors as culture, ethnicity, nationality, age, gender, sexual orientation, mental and physical characteristics, education, family values, religious and spiritual values, socioeconomic status and unique characteristics of individuals, couples, families, ethnic groups, and communities including all of the following:

- *G575 (Multicultural Counseling) is the primary course which addresses the areas listed for II-K-2.

II-K-2-a

multicultural and pluralistic trends, including characteristics and concerns between and within diverse groups nationally and internationally;

- *G575 (Multicultural Counseling)
- G502 (Professional Orientation and Ethics)
- G505 (Individual Appraisal: Principles and Procedures)
- G522 (Counseling Theory)

G523 (Laboratory in Counseling)
G524 (Practicum in Counseling)
G550 (Internship in Counseling)
G598 (Seminar on Professional Issues)

II-K-2-b

attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities;

*G575 (Multicultural Counseling)
G502 (Professional Orientation and Ethics)
G505 (Individual Appraisal: Principles and Procedures)
G522 (Counseling Theory)
G523 (Laboratory in Counseling)
G524 (Practicum in Counseling)
G550 (Internship in Counseling)
G598 (Seminar on Professional Issues)

II-K-2-c

individual, couple, family, group, and community strategies for working with diverse populations and ethnic groups;

*G575 (Multicultural Counseling)
G502 (Professional Orientation and Ethics)
G505 (Individual Appraisal: Principles and Procedures)
G522 (Counseling Theory)
G523 (Laboratory in Counseling)
G524 (Practicum in Counseling)
G532 (Introduction to Group Counseling)
G550 (Internship in Counseling)
G598 (Seminar on Professional Issues)

II-K-2-d

counselors' roles in social justice, advocacy and conflict resolution, cultural self-awareness, the nature of biases, prejudices, processes of intentional and unintentional oppression and discrimination, and other culturally supported behaviors that are detrimental to the growth of the human spirit, mind, or body;

*G575 (Multicultural Counseling)
G502 (Professional Orientation and Ethics)
G523 (Laboratory in Counseling)
G524 (Practicum in Counseling)
G550 (Internship in Counseling)
G598 (Seminar on Professional Issues)

II-K-2-e

theories of multicultural counseling, theories of identity development, and multicultural competencies; and

*G575 (Multicultural Counseling)
G502 (Professional Orientation and Ethics)
G505 (Individual Appraisal: Principles and Procedures)
G522 (Counseling Theory)
G523 (Laboratory in Counseling)
G524 (Practicum in Counseling)
G532 (Introduction to Group Counseling)
G550 (Internship in Counseling)
G598 (Seminar on Professional Issues)

II-K-2-f

ethical and legal considerations.

*G502 (Professional Orientation and Ethics)
*G575 (Multicultural Counseling)
G505 (Individual Appraisal: Principles and Procedures)
G522 (Counseling Theory)
G524 (Practicum in Counseling)
G550 (Internship in Counseling)
G598 (Seminar on Professional Issues)

II-K-3

HUMAN GROWTH AND DEVELOPMENT - studies that provide an understanding of the nature and needs of individuals at all developmental levels, including all of the following:

*P514 (Life span Development: Birth to Death) is the primary course which addresses the areas listed for II-K-3.

II-K-3-a

theories of individual and family development and transitions across the life-span;

*P514 (Life Span Development: Birth to Death)
G522 (Counseling Theory)
G552 (Career Counseling: Theory/Practice)

II-K-3-b

theories of learning and personality development;

*P514 (Life Span Development: Birth to Death)
G522 (Counseling Theory)
G523 (Laboratory in Counseling)
G524 (Practicum in Counseling)

II-K-3-c

human behavior including an understanding of developmental crises, disability, exceptional behavior, addictive behavior, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior;

- *P514 (Life Span Development: Birth to Death)
- *G505 (Individual Appraisal: Principles and Procedures)
- G522 (Counseling Theory)
- G524 (Practicum in Counseling)
- G550 (Internship in Counseling)
- G552 (Career Counseling: Theory/Practice)

II-K-3-d

strategies for facilitating optimum development over the life-span; and

- *P514 (Life Span Development: Birth to Death)
- *G522 (Counseling Theory)
- G524 (Practicum in Counseling)
- G550 (Internship in Counseling)
- G552 (Career Counseling: Theory/Practice)

II-K-3-e

ethical and legal considerations.

- *P514 (Life Span Development: Birth to Death)
- G502 (Professional Orientation and Ethics)
- G522 (Counseling Theory)
- G524 (Practicum in Counseling)
- G550 (Internship in Counseling)

II-K-4

CAREER DEVELOPMENT – studies that provide an understanding of career development and related life factors, including all of the following:

- *G552 (Career Counseling: Theory/Practice) is the primary course which addresses the areas listed for II-K-4.

II-K-4-a

career development theories and decision-making models;

- *G552 (Career Counseling: Theory/Practice)

II-K-4-b

career, avocational, educational, occupational and labor market information resources, visual and print media, computer-based career information systems, and other electronic career information systems;

- *G552 (Career Counseling: Theory/Practice)

II-K-4-c

career development program planning, organization, implementation, administration, and evaluation;

*G552 (Career Counseling: Theory/Practice)

II-K-4-d

interrelationships among and between work, family, and other life roles and factors including the role of diversity and gender in career development;

*G552 (Career Counseling: Theory/Practice)

II-K-4-e

career and educational planning, placement, follow-up, and evaluation;

*G552 (Career Counseling: Theory/Practice)

II-K-4-f

assessment instruments and techniques that are relevant to career planning and decision making;

*G552 (Career Counseling: Theory/Practice)
G505 (Individual Appraisal: Principles and Procedures)

II-K-4-g

technology-based career development applications and strategies, including computer-assisted career guidance and information systems and appropriate world-wide web sites;

*G552 (Career Counseling: Theory/Practice)

II-K-4-h

career counseling processes, techniques, and resources, including those applicable to specific populations; and

*G552 (Career Counseling: Theory/Practice)

II-K-4-i

ethical and legal considerations.

*G552 (Career Counseling: Theory/practice)
G502 (Professional Orientation and Ethics)

II-K-5

HELPING RELATIONSHIPS – studies that provide an understanding of counseling and consultation processes, including all of the following:

*G522 (Counseling Theory) and *G523 (Laboratory in Counseling) specifically address the areas listed for II-K-5 related to **counseling processes.**

*G645 (Psychoeducational Consultation) and *G562 (School Counseling: Interventions, Consultation, and Program Development) address the areas listed for II-K-5 related to **consultation processes**. Students in the School Track take G562 and students in the Community Track take G645.

II-K-5-a

counseling and consultant characteristics and behaviors that influence helping processes including age, gender, and ethnic differences, verbal and nonverbal behaviors and personal characteristics, orientations, and skills;

*G522 (Counseling Theories)
*G523 (Laboratory in Counseling)
G502 (Professional Orientation and Ethics)
G524 (Practicum in Counseling)
G550 (Internship in Counseling)
G562 (School Counseling: Interventions, Consultation, and Program Development)
G575 (Multicultural Counseling)
G645 (Psychoeducational Consultation)

II-K-5-b

an understanding of essential interviewing and counseling skills so that the student is able to develop a therapeutic relationship, establish appropriate counseling goals, design intervention strategies, evaluate client outcome, and successfully terminate the counselor-client relationship. Studies will also facilitate student self-awareness so that the counselor-client relationship is therapeutic and the counselor maintains appropriate professional boundaries;

*G523 (Laboratory in Counseling)
G524 (Practicum in Counseling)
G550 (Internship in Counseling)

II-K-5-c

counseling theories that provide the student with a consistent model(s) to conceptualize client presentation and select appropriate counseling interventions. Student experiences should include an examination of the historical development of counseling theories, an exploration of affective, behavioral, and cognitive theories, and an opportunity to apply the theoretical material to case studies. Students will also be exposed to models of counseling that are consistent with current professional research and practice in the field so that they can begin to develop a personal model of counseling;

*G522 (Counseling Theory)
G524 (Counseling Practicum)
G550 (Counseling Internship)
G552 (Career Counseling: Theory/Practice)

II-K-5-d

a systems perspective that provides an understanding of family and other systems theories and major models of family and related interventions. Students will be exposed to a rationale for selecting family and other systems theories as appropriate modalities for family assessment and counseling;

- *G522 (Counseling Theory)
- G502 (Professional Orientation and Ethics)
- G598 (Seminar on Professional Issues)

II-K-5-e

a general framework for understanding and practicing. Student experiences should include an examination of the historical development of consultation, an exploration of the stages of consultation and the major models of consultation, and an opportunity to apply the theoretical material to case presentations. Students will begin to develop a personal model of consultation.

- *G562 (School Counseling: Interventions, Consultation, and Program Development) – [This course is taken by all School Counseling Track students]
- *G645 (Psychoeducational Consultation) – [This course is taken by all Community Counseling Track students]
- G542 (Organization and Development of Counseling Programs) – [This course is taken by all School Counseling Track students]
- G563 (Foundations of Mental Health Counseling) – [This course is taken by all Community Counseling Track students]

II-K-5-f

integration of technological strategies and applications within counseling and consultation processes; and

- *G562 (School Counseling: Interventions, Consultation, and Program Development) – [This course is taken by all School Counseling Track students]
- *G645 (Psychoeducational Consultation) – [This course is taken by all Community Counseling Track students]
- G542 (Organization and Development of Counseling Programs) – [This course is taken by all School Counseling Track students]
- G563 (Foundations of Mental Health Counseling) – [This course is taken by all Community Counseling Track students]

II-K-5-g

ethical and legal considerations.

- *G502 (Professional Orientation and Ethics)
- *G523 (Laboratory in Counseling)
- *G562 (School Counseling: Interventions, Consultation, and Program Development) – [This course is taken by all School Counseling Track students]
- *G645 (Psychoeducational Consultation) – [This course is taken by all Community Counseling Track students]
- G522 (Counseling Theory)

G524 (Practicum in Counseling)
G532 (Introduction to Group Counseling)
G550 (Internship in Counseling)
G598 (Seminar on Professional Issues)

II-K-6

GROUP WORK – studies that provide both theoretical and experiential understandings of group purpose, development, dynamics, counseling theories, group counseling methods and skills, and other group approaches, including all of the following:

*G532 (Introduction to Group Counseling) is the primary course which addresses the areas listed for II-K-6.

II-K-6-a

principles of group dynamics, including group process components, developmental stage theories, group members' roles and behaviors, and therapeutic factors of group work;

*G532 (Introduction to Group Counseling)
G524 (Practicum in Counseling)

II-K-6-b

group leadership styles and approaches, including characteristics of various types of group leaders and leadership styles;

*G532 (Introduction to Group Counseling)
G524 (Practicum in Counseling)

II-K-6-c

theories of group counseling, including commonalities, distinguishing characteristics, and pertinent research and literature;

*G532 (Introduction to Group Counseling)

II-K-6-d

group counseling methods, including group counselor orientations and behaviors, appropriate selection criteria and methods, and methods of evaluation of effectiveness;

*G532 (Introduction to Group Counseling)
G524 (Practicum in Counseling)

II-K-6-e

approaches used for other types of group work, including task groups, psychoeducational groups, and therapy groups;

*G532 (Introduction to Group Counseling)

G524 (Practicum in Counseling)

II-K-6-f

professional preparation standards for group leaders; and

*G532 (Introduction to Group Counseling)
G502 (Professional Orientation and Ethics)
G524 (Practicum in Counseling)
G598 (Seminar on Professional Issues)

II-K-6-g

ethical and legal considerations.

*G532 (Introduction to Group Counseling)
G502 (Professional Orientation and Ethics)
G524 (Practicum in Counseling)
G598 (Seminar on Professional Issues)

II-K-7

ASSESSMENT – studies that provide an understanding of individual and group approaches to assessment and evaluation, including the following:

*G505 (Individual Appraisal: Principles and Procedures) is the primary course which addresses the areas listed for II-K-7.

II-K-7-a

historical perspectives concerning the nature and meaning of assessment;

*G505 (Individual Appraisal: Principles and Procedures)

II-K-7-b

basic concepts of standardized and non-standardized testing and other assessment techniques including norm-referenced and criterion-referenced assessment, environmental assessment, performance assessment, individual and group test and inventory methods, behavioral observations, and computer-managed and computer-assisted methods;

*G505 (Individual Appraisal: Principles and Procedures)

II-K-7-c

statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations;

*G505 (Individual Appraisal: Principles and Procedures)
*Y520 (Strategies for Educational Inquiry)

II-K-7-d

reliability (i.e., theory of measurement error, models of reliability, and the use of reliability information);

*G505 (Individual Appraisal: Principles and Procedures)
Y520 (Strategies for Educational Inquiry)

II-K-7-e

validity (i.e., evidence of validity, types of validity, and the relationship between reliability and validity);

*G505 (Individual Appraisal: Principles and Procedures)
Y520 (Strategies for Educational Inquiry)

II-K-7-f

age, gender, sexual orientation, ethnicity, language, disability, culture, spirituality, and other factors related to the assessment and evaluation of individuals, groups, and specific populations;

*G505 (Individual Appraisal: Principles and Procedures)

II-K-7-g

strategies for selecting, administering, and interpreting assessment and evaluation instruments and techniques in counseling;

*G505 (Individual Appraisal: Principles and Procedures)

II-K-7-h

an understanding of general principles and methods of case conceptualization, assessment, and/or diagnosis of mental and emotional status; and

*G505 (Individual Appraisal: Principles and Procedures)

II-K-7-i

ethical and legal considerations.

*G505 (Individual Appraisal: Principles and Procedures)
G502 (Professional Orientation and Ethics)

II-K-8

RESEARCH AND PROGRAM EVALUATION – studies that provide an understanding of research methods, statistical analysis, needs assessment, and program evaluation, including all of the following:

*Y520 (Strategies for Educational Inquiry) is the primary course which addresses the areas listed for II-K-8.

II-K-8-a

the importance of research and opportunities and difficulties in conducting research in the counseling profession;

*G502 (Professional Orientation and Ethics)

*G598 (Seminar on Professional Issues)

Y520 (Strategies for Educational Inquiry)

II-K-8-b

research methods such as qualitative, quantitative, single-case designs, action research, and outcome-based research;

*Y520 (Strategies for Educational Inquiry)

II-K-8-c

use of technology and statistical methods in conducting research and program evaluation, assuming basic computer literacy;

*Y520 (Strategies for Educational Inquiry)

II-K-8-d

principles, models, and applications of needs assessment, program evaluation, and use of findings to effect program modifications;

*G542 (Organization and Development of Counseling Programs) – [This course is taken by School Counseling Track students]

*G563 (Foundations of Mental Health Counseling) – [This course is taken by Community Counseling Track students]

II-K-8-e

use of research to improve counseling effectiveness; and

*G598 (Seminar on Professional Issues)

Y520 (Strategies for Educational Inquiry)

II-K-8-f

ethical and legal considerations.

*G502 (Professional Orientation and Ethics)

*Y520 (Strategies for Educational Inquiry)

G598 (Seminar on Professional Issues)

SECTION III – CLINICAL INSTRUCTION

Submitted to:

Council for the Accreditation of Counseling and Related Educational Programs

SECTION III – 2001 CACREP STANDARDS

CLINICAL INSTRUCTION

Please note: The following comments refer to each program for which accreditation is sought unless specifically indicated otherwise.

All clinical instruction supporting documents are included in **Appendix IV**.

Clinical instruction includes supervised practica and internships completed within a student’s program of study. Practicum and internship requirements are considered to be the most critical experience elements in the program. All faculty, including clinical instruction faculty and supervisors, are clearly committed to preparing professional counselors and promoting the development of the student’s professional counselor identity

Students in each entry-level M.S. program for which accreditation is sought are required to complete one semester of practicum and two semesters of internship. Those students who pursue the EdS degree in preparation for mental health licensure eligibility must complete an additional semester of field work designated as an advanced internship.

III-A Each regular or adjunct program faculty member who provides individual and/or group practicum and/or internship supervision must have the following:

- 1. A doctoral degree and/or appropriate preparation, preferably from an accredited counselor education program;**
- 2. Relevant professional experience and demonstrated competence in counseling;
and**
- 3. Relevant training and supervision experience.**

The on-campus group and/or individual supervision for practicum, internship, and advanced internship is conducted by a combination of full-time and affiliate counseling faculty. All full-time faculty members hold doctoral degrees in counselor education or related fields and have extensive experience in counseling, counselor education, and supervision. Most affiliate faculty members hold doctoral degrees and all have relevant clinical training. **Please refer to Appendix I and Appendix III for faculty and adjunct vitae.** Furthermore, the faculty are dedicated to the professional development of counselors in training and are committed to a professional counselor identity as evidenced by faculty participation in national and local professional counseling organizations such as ACA, the Indiana School Counselor’s Association (ISCA), and the Indiana Counselor Association (ICA). The faculty encourage students to become involved in professional counseling organizations from the time they enter the program as a means of fostering a professional counselor identity.

III-B Students serving as individual or group practicum supervisors must

- 1. have completed practicum and internship experiences equivalent to those within the entry-level program;**

2. **have completed or are receiving training in counseling supervision; and**
3. **are themselves supervised by program faculty with a faculty/student ratio of 1:5**

No doctoral students provide individual or group supervision on the IUPUI campus. On the Bloomington campus, doctoral students in the Counseling Psychology program primarily serve as individual supervisors for practicum students (G524). Group supervision of practicum (G524) and internship (G550) are provided by faculty not doctoral students. Doctoral students serving as practicum supervisors are typically in their third or fourth year of doctoral study and are enrolled in an advanced practicum in counselor supervision (G763). They must be fully matriculated students and have completed the equivalent of all of the entry level program requirements. Doctoral student supervisors meet regularly with the practicum course instructor in order to provide continuity of individual and group supervision.

The doctoral student supervisors also meet weekly with the faculty instructor of the advanced practicum in counselor supervision (G763). The purpose of these weekly meetings is to provide supervision of supervision in a case conference format with a faculty to student ratio of 1:5. Both the faculty instructor of the supervision practicum (G763) and the faculty instructor of the practicum course (G524) attend these sessions.

III-C A site supervisor must have:

1. **a minimum of a master's degree in counseling or a related profession with equivalent qualifications, including appropriate certifications and /or licenses;**
2. **a minimum of two (2) years of pertinent professional experience in the program area in which the student is completing clinical instruction; and**
3. **knowledge of the program's expectations, requirements, and evaluation procedures for students.**

The professionals who serve as site supervisors for off-campus practica and internship sites all have at least a master's degree in counseling or closely related field. In all cases these supervisors have professional credentials that exceed the student(s) being supervised. Furthermore, each on-site supervisor at an off-campus placement must have two years of relevant professional experience. Supervisor qualifications are regularly monitored by the Field Placement Directors. **Exhibit III-1** provides a list of on-site supervisors for the preceding three semesters.

All off-campus supervisors are apprised of the program's expectations, requirements, and student evaluation procedures through several steps. The Field Placement Directors are in regular contact with supervisors by phone, email, and site visits to discuss the program expectations and requirements for training students. Each supervisor receives a set of placement guidelines and a copy of the evaluation form for students prior to the beginning of each placement semester. In addition, site supervisors must sign a site placement agreement with the counselor education program. See **Exhibit III-2** for copies of placement guidelines, agreement forms, and evaluation forms.

For the Bloomington campus all of the placement materials are available for students and supervisors on the field placement website:

<http://site.educ.indiana.edu/CounselingFieldExperienceInformation/tabid/5556/Default.aspx>

For IUPUI, placement information can be found at:

<http://education.iupui.edu/soe/programs/graduate/counselor.aspx>

III-D

A clinical instruction environment, on or off-campus, is conducive to modeling, demonstration, and training and is available and used by the program. Administrative control of the clinical instruction environment ensures adequate and appropriate access by the faculty and students. The clinical instruction environment includes all of the following:

- 1. settings for individual counseling with assured privacy and sufficient space for appropriate equipment (for example: TV monitoring and taping);**
- 2. settings for small-group work with assured privacy and sufficient space for appropriate equipment;**
- 3. necessary and appropriate technologies that assist learning, such as audio, video, and telecommunications equipment;**
- 4. settings with observational and/or other interactive supervision capabilities; and**
- 5. procedures that ensure that the client's confidentiality and legal rights are protected.**

The Counseling and Counselor Education program is fortunate to have a state of the art facility that serves as a counseling laboratory space on the Bloomington Campus. It is located in the Center for Human Growth, which is a training, research, and mental health service center within the Department of Counseling and Educational Psychology. The Center space is shared with the Institute for Child Study and is under the direct supervision of the Department chairperson. The Center for Human Growth (CHG) is directed by a member of the Counseling faculty.

The IUPUI counseling laboratory is located in the School of Education and includes a control/observation room, two large rooms for group or individual counseling, and two smaller rooms for individual counseling. All four counseling rooms have audio/video tape capabilities built into the rooms, can be observed through one-way mirrors or via video monitor in the control room, are sound proof, and procedures are followed to insure client confidentiality and protection of legal rights. This lab space is occasionally used by other programs; however, the C/CE Program officially has first priority.

The CHG provides mental health counseling services to Bloomington area residents and the campus community. Clients are informed that it is a training clinic and that all sessions are digitally video recorded. In addition clients are informed that counseling students provide the services under the supervision of the counseling faculty. As a fully operational mental health clinic, we are HIPAA compliant. Rooms are appropriately sound proofed and white noise machines in the hallways provide an additional level of privacy for clients.

The operating hours of the CHG for clients are Noon to 8pm Monday through Thursday and Noon to 5pm on Fridays. The CHG is open to the public year round with the exception of brief closures during the winter holiday and the last two weeks in August. The CHG offices include a waiting/reception area, several work spaces for counselors including 10 computer work stations, phone lines with voice mail,

private mailboxes for each counselor, two conference rooms, six private counseling rooms suited for individual or couples counseling, and two larger group/family counseling rooms. All of the counseling rooms are equipped with digital video cameras. The rooms can also be observed live via the digital camera system and via one way mirrored windows. The digital video is stored on a secure server that is housed in the CHG. Video files can be accessed by the student counselors for review of their sessions on any of the computer work stations in the CHG. Video files can also be accessed by faculty supervisors on designated desktop computers. Access to the video files is password protected and granted by the CHG clinic coordinator.

During non-client hours from 8am to Noon the CHG is used for training students in the laboratory in counseling class (G523). Students use the private counseling rooms to conduct mock counseling sessions in accordance with course requirements set forth by the instructor for G523.

In addition to the physical space the CHG and Institute for Child Study have an extensive inventory of assessment instruments available to students for use in appropriate coursework and for clinical purposes. The assessment resources include the major cognitive, personality, career, and, behavioral tests used in clinical settings.

III-E Technical assistance for the use and maintenance of audio and videotape and computer equipment is available as well as other forms of communication technology.

On the Bloomington campus, technical assistance for the use and maintenance of equipment is available through Educational Technology Services (ETS) in the School of Education and the University Information Technology Services (UITS) department. Requests for technical assistance are attended to immediately by the ETS staff. At IUPUI, technical assistance and equipment maintenance is provided by University Information Technology Services and the School of Education Office of Instructional Technology. Requested assistance is usually available within minutes.

<http://site.educ.indiana.edu/strongETSstrong/tabid/8988/Default.aspx>

III-F Orientation, assistance, consultation, and professional development opportunities are provided by counseling program faculty to site supervisors.

The Department provides both formal and informal assistance to supervisors. Many of the off-campus site supervisors have long standing relationships with the C/CE department. In addition many of them are graduates of our program who “give back” to the profession by serving as supervisors to students in training. The Field Placement Directors approve all site supervisors and maintain regular contact with all site supervisors through phone calls, email, and annual site visits. Each supervisor is provided with the appropriate field placement guidelines for the students they supervise. There are specific guidelines associated with each training level (practicum, internship, and advanced internship). There are formal and informal communications with site supervisors each semester. The purpose of these communications is to review the guidelines, clarify any questions the supervisors may have about working with the student trainee, conduct a mid-semester check on student progress, and collaborate with the site supervisor to complete a final performance evaluation.

The Field Placement Directors also serve as the primary liaison between site supervisors and faculty instructors of the practicum, internship, and advanced internship courses as needed. Faculty instructors

also have direct contact with site supervisors on an as needed basis. On the rare occasion when a student is having difficulty meeting the requirements of his or her field experience, the Field Placement Director facilitates the process of addressing the situation among the student, faculty supervisor, and site supervisor. Depending upon the specific situation this may take the form of an informal phone consultation with the off-site supervisor or it may include a more formal in-person meeting of all parties to agree on a plan of action for the student.

III-G Students must complete supervised practicum experiences that total a minimum of 100 clock hours. The practicum provides for the development of counseling skills under supervision. The student's practicum includes all of the following:

- 1. 40 hours of direct service with clients, including experience in individual counseling and group work;**
- 2. weekly interaction with an average of one (1) hour per week of individual and/or triadic supervision which occurs regularly over a minimum of one academic term by a program faculty member or a supervisor working under the supervision of a program faculty member;**
- 3. an average of one and one half (1 ½) hours per week of group supervision that is provided on a regular schedule over the course of the students practicum by a program faculty member or a supervisor under the supervision of a program faculty member; and**
- 4. evaluation of the student's performance throughout the practicum including a formal evaluation after the student completes the practicum.**

Please see *Exhibit III-2* for a copy of the practicum placement guidelines, which indicate to the student and the placement site the requirements specified in standard III-G. *Exhibit III-2* also includes a copy of the evaluation form for school and community agency students. All students are required to complete a minimum of 100 hours on site, with 40 direct contact hours including a minimum of 10 hours of group work. On both the Bloomington and IUPUI campuses, the practicum course is a closely supervised experience whereby students receive an hour a week of onsite supervision from a qualified supervisor, one hour a week of individual/triadic supervision by a doctoral student or faculty member, and a minimum of 90 minutes per week of group supervision during the weekly practicum seminar class meeting. Individual practicum supervisors monitor students' activities through a review of audio or video material presented by the supervisees. Students receive ongoing, informal feedback on their progress from their on-site supervisor, faculty instructor, and doctoral supervisor. The students also receive formal written evaluations from both their doctoral student supervisor and their onsite supervisor. The instructor uses both of these evaluation forms along with the student's performance on class assignments to determine the student's final grade for practicum.

III-H The program requires students to complete a supervised internship of 600 clock hours that is begun after successful completion of the student's practicum (as defined in Standard III. G). The internship provides an opportunity for the student to perform, under supervision, a variety of counseling activities that a professional counselor is expected to perform. The student's internships include all of the following:

1. **240 hours of direct service with clients appropriate to the program of study;**
2. **weekly interaction with the average of one (1) hour per week of individual and/or triadic supervision, throughout the internship, (usually performed by the on-site supervisor;)**
3. **an average of one and one half (1 ½) hours per week of group supervision that is provided on a regular schedule throughout the internship, usually performed by a program faculty member;**
4. **the opportunity for the student to become familiar with a variety of professional activities in addition to direct service (e.g. record keeping, supervision, information and referral in service and staff meetings);**
5. **the opportunity for the student to develop program-appropriate audio and/or videotapes of the student's interactions with clients for use in supervision;**
6. **the opportunity for the student to gain supervised experience in the use of a variety of professional resources such as assessment instruments, technologies, print and non-print media, professional literature, and research; and**
7. **a formal evaluation of the student's performance during the internship by a program faculty member in consultation with the site supervisor.**

Please see **Exhibit III-2** for a copy of the internship placement guidelines, which indicate to the student and the placement site the requirements specified in standard III-H. **Exhibit III-2** also includes a copy of the internship evaluation forms for both school and community agency placements. All sites are selected and reviewed by the Field Placement Directors with standard III-H in mind. The Field Placement Directors work with each site to ensure the requirements can be met for students. During the internship experience it is expected that students will participate in all activities that a professional counselor in that setting would encounter.

All students in each of the entry-level programs for which accreditation is sought are required to complete a 600 hour internship. The students must accumulate and be able to document, a minimum of 240 client contact hours during the internship experience. Internship sites are selected to match the program area emphasis the student is pursuing (e.g. school track or community/agency track). All students on internship receive an hour a week of individual/triadic supervision from a qualified supervisor on site. Most sites also provide a minimum of 1 hour a week of group supervision to trainees. Students also attend group supervision in the form of the internship seminar class. On the Bloomington campus this class meets 5 times each semester for a total of 4 hours each class meeting. The class meetings occur on Saturdays so that students are able to maximize their available time during business days to be on site. At IUPUI, intern seminars meet each week for 90 minutes or every other week for 3 hours. The internship seminar is limited to an enrollment of 10 students per faculty instructor. At times we have fewer than 10 students per section, and on occasion we have had 11 or 12 students in a given section. This occurs rarely and is necessitated by departmental financial constraints that prevent the addition of another section/instructor. See **Exhibit III-3** for a list of G550 enrollments for the last three years.

Students receive ongoing feedback from their on-site supervisors and their faculty supervisors. They also receive formal written evaluations from their on-site supervisors at the end of each semester. See *Exhibit III-2* for copies of the internship evaluation forms for school and community agency students.

III-I **The practicum and internship experiences are tutorial forms of instruction; therefore, when the individual supervision is provided by the program faculty, the ratio of 5 students to 1 faculty member is considered equivalent to the teaching of one (1) three-semester hour course. Such a ratio is considered maximum per course.**

See response to III-J

III-J **Group supervision for practicum and internship should not exceed 10 students.**

The Department and the School of Education administration acknowledge the need for small enrollment practica and internship courses. Over the last three years enrollments in field experience courses (G524, G550, and G647) have been within the range set forth by CACREP standards. Practicum and internship seminar classes have a maximum enrollment of 10 students. Individual supervision provided to practicum students by doctoral student supervisors maintains the 5 to 1 ratio. Ratios for all individual supervision are within the 5 to 1 ratio. See *Exhibit III-3* for enrollment information.

III-K **Clinical experiences (practicum and internship) should provide opportunities for students to counsel clients who represent the ethnic and demographic diversity of their community.**

Students are placed at schools and community agencies within approximately a 60 mile radius of the Bloomington or IUPUI campus. These sites provide an opportunity for students to work with a population that reflects the cultural make up of the community. Depending upon the site there are opportunities for students to work with diverse populations with regard to socioeconomic status, ethnicity, disability, and sexual orientation.

III-L **Students formally evaluate their supervisors and learning experience at the end of their practicum and internship experiences.**

Students complete a written evaluation form to evaluate their supervisors as part of a site and course evaluation at the end of each semester. The site evaluation forms are completed anonymously by the student and filed by site for future students to review during the placement process. See *Exhibit III-4* for a copy of the site evaluation form. Course evaluations are completed using the general form used by the Department of Counseling and Educational Psychology in accordance with University standards. Faculty may add items to the standardized form at their discretion.

III-M **Programs require students to be covered by professional liability insurance while enrolled or participating in practicum, internship, or other field experiences.**

All students are required to provide copies of proof of insurance to the Field Placement Directors in order to begin their fieldwork. This paperwork is kept in the student's field placement file.

From the standards for mental health counseling programs section D: Clinical Instruction

For the Mental Health Counseling Program, the 600 clock hour internship (Standard III.H) occurs in a mental health setting, under the supervision of a site supervisor as defined by Section III, Standard C.1-2. The requirement includes a minimum of 240 direct service clock hours. Beyond these 600 clock hours, the Mental Health Counseling program requires an additional 300 clock hours of internship in a mental health setting under the appropriate clinical supervision of a site supervisor as defined above. This requirement includes a minimum of 120 direct service clock hours. Therefore, the total requirement for a mental health counseling internship is a minimum of 900 clock hours of supervised experience in an appropriate setting, which includes a minimum of 360 direct service clock hours.

To complete the CACREP Mental Health Counseling requirements, students at IU must transfer from the M.S. program to the Ed.S. program which prepares them to be license eligible in the state of Indiana. In compliance with the standard above, these students complete an advanced internship of 300 clock hours with 120 direct contact hours. These experiences occur in a mental health setting and individual supervision is provided by a site supervisor in accordance with Standard III-C.1-2. These students also receive group supervision by a program faculty member in a seminar format that meets for 4 hours at a time over five sessions for a total of 20 hours of group supervision.

Exhibit III-5 contains site placements, site supervisors, and doctoral student supervisors for the past three semesters.

Counseling/Counselor Education Program
Department of Counseling & Educational Psychology
School of Education
INDIANA UNIVERSITY

SELF-STUDY

SECTION IV – FACULTY AND STAFF

SECTION IV

FACULTY AND STAFF

PLEASE NOTE: The following comments refer to each program for which re-accreditation is sought unless specifically indicated otherwise.

Standard IV-A: **The counselor education academic unit must demonstrate that it has faculty resources of appropriate quality and sufficiency to achieve its mission and objectives. The academic unit has an identifiable full-time core faculty responsible for its leadership who:**

IV-A-1: **are sufficient in number for their academic and professional responsibilities;**

There are a total of ten full-time faculty (seven on the Bloomington campus and three on the IUPUI campus) in the Counseling/Counselor Education program area. All of the Bloomington faculty are involved in all three programs (school counseling, community counseling, and mental health counseling); the faculty at IUPUI, while available to be involved with all programs, are dedicated primarily to the school counseling program.

IV-A-2: **number at least three (3) individuals whose academic appointments are to the unit in counselor education; (If one or more of the three (3) academic appointments is not teaching full-time in the academic unit then there must be at least three (3) full time equivalent (FTE) faculty teaching in the academic unit;**

As indicated above there are ten individuals whose academic appointments are dedicated to the C/CE programs. Indicated below is estimated percentage of time spent by each faculty member in each program area (the doctoral program is not to be reviewed by CACREP).

Faculty	School Counseling	Community Counseling	Mental Health Counseling	PhD
Daniels	25%	25%	25%	25%
Morran	90%	NA	NA	10%
Robison	95%	NA	NA	5%
Sexton	10%	10%	10%	70%
Steinfeldt	25%	50%	20%	5%
Stockton	25%	25%	25%	25%
Thompson	90%	NA	NA	10%
Tracy	15%	25%	35%	25%
Whiston	30%	30%	10%	30%
Wong	40%	40%	NA	20%

IV-A-3: **have earned doctoral degrees in counselor education, preferably from CACREP accredited programs, or doctoral degrees in a closely related field;**

The faculty who teach in the C/CE programs all have doctoral degrees. Faculty members are listed below, along with their degree, granting institution and year:

Daniels, Jeffrey A., Ph.D.	Counseling Psychology University of Nebraska, 1997
Morran, Keith, Ph.D.	Counseling & Guidance and Inquiry Methodology Indiana University, 1980
Robison, Floyd, Ph.D.	Counseling and Educational Psychology Indiana University, 1982
Sexton, Thomas, Ph.D.	Counseling Psychology Florida State University, 1986
Steinfeldt, Jesse, Ph.D.	Counseling Psychology University of Wisconsin-Milwaukee, 2007
Stockton, Rex, Ed.D.	Counseling & Guidance Ball State University, 1969
Thompson, Chalmer, Ph.D.	Counseling Psychology University of Maryland, 1988
Tracy, Michael, Ph.D.	Educational Psychology University of Michigan, 1969
Whiston, Susan, Ph.D.	Counselor Education University of Wyoming, 1986
Wong, Joel, Ph.D.	Counseling Psychology University of Texas-Austin, 2007

IV-A-4: have relevant preparation and experience in the assigned area of teaching;

In addition to relevant graduate preparation, all faculty members have extensive experience in their assigned areas of teaching. Please see **Appendix I** for faculty members' vitae detailing their professional activities and credentials.

IV-A-5: identify with the counseling profession through memberships and involvement in appropriate professional organizations (i.e., ACA and its divisions, branches, and affiliate organizations) and appropriate certifications (e.g., NCC) and/or licenses (e.g., LPC) pertinent to the profession; and

All faculty members are active in state and national professional organizations and participate regularly in annual conventions, conferences and workshops. Two of our faculty are certified counselors (NCC); two are licensed mental health counselors; three are licensed psychologists; and one is a licensed marriage and family therapist in the state of Indiana.

IV-A-6: **have the authority to determine curricula within the structure of the institution's policy.**

All curricular decisions are made by the C/CE faculty. In the case of course additions a proposal is submitted to the School of Education Policy Council for approval.

IV-B **The academic unit has clearly defined administrative and curricular leadership that is sufficient for its effective operation. A faculty member may hold more than one of the following positions simultaneously.**

IV-B-1 **A core faculty member is clearly designated as the academic unit leader for counselor education who**

IV-B-1-a **is responsible for the coordination of the academic unit;**

IV-B-1-b **receives inquiries regarding the overall academic unit;**

IV-B-1-c **is assigned at least 50% to the academic unit;**

IV-B-1-d **makes recommendations regarding the development of and expenditures from the budget;**

IV-B-1-e **has release time from faculty member responsibilities to administer the academic unit; and**

IV-B-1-f **provides or delegates year-round leadership to the operation of the program.**

Jeff Daniels is clearly identified as the academic unit leader for the master's programs in school and community counseling on the Bloomington campus. However, he has recently accepted a position at another university, so **Sue Whiston** will take over as the unit leader. **Keith Morran** is the unit leader for the school counseling program on the Indianapolis campus. **Mike Tracy** is identified as the unit leader for the Ed.S. program in mental health counseling on the Bloomington campus. Each of these individuals is responsible for the coordination of their respective academic units, receive inquiries regarding their units, are assigned at least 50% to their units, make recommendations regarding the development of their units, and provide year-round leadership to the operation of the program.

IV-B-2 **One core faculty member is identified as the coordinator for each program for which accreditation is being sought and has**

IV-B-2-a **a teaching assignment in the program;**

IV-B-2-b **identified responsibilities as the coordinator, and**

Over the past three years the counseling faculty has been involved with professional activities of ACA, including development/renewal, research and scholarly activity, and service.

The faculty of Indiana University has been very productive with respect to scholarly activities. Since 2005, core faculty at Bloomington and IUPUI have authored or co-authored 58 scholarly publications and conducted 37 conference presentations.

The faculty also has been busy with regard to professional service. Faculty have been on the editorial boards of some 13 journals, and are ad hoc reviewers for numerous additional publications. They have also been involved with numerous workshops and consultation activities. Please refer to individual vitae for complete details.

IV-E Adequate clerical assistance, technical equipment and support, software, and training are available to support faculty activities and the operations of the program and are commensurate with similar graduate programs.

There are four full-time individuals who serve the clerical needs of the faculty on the Bloomington campus. These four individuals serve the Department of Counseling and Educational Psychology which has 32 full-time faculty on the Bloomington campus. The IUPUI C/CE program is assisted with clerical work by the Field Placement Coordinator (10 hours per week), a faculty secretary shared by all faculty in the IUPUI School of Education, a Graduate Advisor (40% of her time is dedicated to C/CE), and an education Student Services staff member who compiles all applications to the program. Additional clerical help is also provided upon request.

IV-F Program faculty members are assigned to provide classroom and clinical instructional services only in areas for which they have demonstrated knowledge and skills. The core campus program fully complies with this standard.

IV-G The counselor education academic unit has made systematic and long-term efforts to attract and retain faculty from different ethnic, racial, gender, and personal backgrounds representative of the diversity among people in society. We understand the importance of the stands and have made a major effort to comply. For example, the IUPUI program welcomed Dr. Chalmer Thompson, a female African American faculty member in 2005. In 2007 the IUB program recruited Dr. Joel Wong, an Asian American and Dr. Jesse Steinfeldt, a Native American. This year the IUB program recruited Dr. Ellen Vaughn, a female faculty member.

IV-H Adequate assistance, including technical support and professional development activities, is available for faculty members who are engaged in distance learning.

There are five full-time individuals who serve the clerical needs of the faculty on the Bloomington campus. They serve the Department of Counseling and Educational Psychology, which has 32 full-time faculty. Ms. Charlene Conner is the Office Manager and serves as the administrative assistant to the

Department Chair. She also has responsibility for supervision of the other four individuals who provide clerical assistance. One of the clerical positions serves the needs of the Center for Human Growth, and one serves the needs of the Department's Learning Sciences program.

The technical aspects of distance learning are handled on the Bloomington campus through the Education Technology Services (ETS) staff. There are several rooms in the W. W. Wright Education Building that are equipped for video conferencing and distance learning applications. ETS staff are available to set up connections and assure that the technology works.

The SOE Office of Instructional Technology on the Indianapolis campus provides instructional seminars and individual assistance with faculty engaged in distance learning. Additionally, faculty can seek assistance from the IUPUI Teaching/Learning Center.

At IUPUI the School of Education Office of Instructional Technology provides assistance, technical support, and development activities for faculty using distance education.

SECTION V – ORGANIZATION AND ADMINISTRATION

Submitted to:
Council for the Accreditation of Counseling and Related
Educational Programs

**CACREP SELF-STUDY
SECTION V
ORGANIZATION AND ADMINISTRATION**

Note: The following comments refer to each program for which accreditation is sought unless otherwise indicated.

Standard V-A

Program descriptions and requirements are published and disseminated to all prospective students.

Prospective students may access the Indiana University Web Page (<http://www.indiana.edu/>) as well as the School of Education (<http://site.educ.indiana.edu/>) and Department of Counseling and Educational Psychology (<http://site.educ.indiana.edu/Default.aspx?alias=site.educ.indiana.edu/cep>) Web pages for detailed, current information. The Web Page for the Counseling program area is <http://site.educ.indiana.edu/Default.aspx?alias=site.educ.indiana.edu/counsel> and includes links to the MS tracks in School Counseling and Community Counseling as well as to the Ed.S. track in Mental Health Counseling. The IUPUI School of Education also has a Web Page (<http://education.iupui.edu/soe/index.aspx#>) with a link to the Counseling and Counselor Education Program (<http://education.iupui.edu/soe/programs/graduate/counselor.aspx>). These Web pages include descriptions of program admissions criteria, required course work, and contact persons.

There is a student handbook for C/CE students, as well as other relevant materials, which are disseminated at new student orientation sessions (**See Exhibit II-1**). Additionally, the IUPUI C/CE Program Guide is provided to all prospective and new students in the School Counselor track at IUPUI (**See Exhibit II-2**). These informational items provide the necessary information for all prospective and enrolled students.

Prospective students may also find information about the C/CE Program in the School of Education's 2005-07 Graduate Academic Bulletin (this is updated every three years) at http://www.indiana.edu/~bulletin/iu/educ_grad/2005-2007/. This bulletin contains information about the various programs in the School of Education, including those in C/CE.

Standard V-B

A clear procedure for responding to inquires of prospective students has been identified and carried out.

On the Bloomington campus, Jeff Daniels has been the primary contact person for the MS School and Community Counseling tracks (with Sue Whiston taking over these responsibilities) and Mike Tracy is designated as the primary contact person for the Ed.S. Mental Health Counseling track. On the IUPUI campus, Keith Morran is designated as the primary contact person for the MS School Counselor Track. These individuals are the primary faculty members to whom prospective students are referred, though other faculty members may also address inquiries from prospective students. Graduate Advisors and School of Education Student Services personnel are made aware of these contact persons so prospective students can readily obtain information and answers to their questions.

Standard V-C

Prior to or at the beginning of the first term of enrollment in the program, the following should occur for all new students:

V-C-1

a new student orientation is conducted; and

On the Bloomington campus, prior to registration each semester, an orientation is conducted to assist new students in the registration process. Following this orientation students meet with their assigned faculty advisors to discuss registration. On the IUPUI campus an orientation is conducted early in each semester for all new graduate students in the School of Education. Additionally, new counseling students meet individually with their assigned faculty advisor prior to the registration process and an orientation session is conducted early in the semester (as part of G502 - Professional Orientation and Ethics or G522 - Counseling Techniques) for new students.

V-C-2

a student handbook is disseminated that includes the institution's and/or program's:

V-C-2-a

academic appeal policy;

V-C-2-b

student retention policy explaining procedures for possible student remediation and/or dismissal from the program;

V-C-2-c

written endorsement policy explaining the procedures for recommendation of students for credentialing and employment;

V-C-2-d

information about appropriate professional organizations (i.e., ACA, its divisions and/or branches), involvements, and activities potentially appropriate to students in the program; and

V-C-2-e

mission statement and program objectives.

The IUB and IUPUI C/CE MS Student Handbook and the IUPUI C/CE Program Guide both include a statement of the academic appeal policy, the student retention policy, the endorsement policy, information concerning professional organizations, and the program's mission statement and objectives (See Exhibits II-1 and II-2).

Standard V-D

The program has procedures for disseminating current information to all students enrolled in the program, and associated personnel.

All new students on both campuses are automatically assigned a university e-mail address (many students have e-mails to their university address forwarded to their personal e-mail addresses). On both campuses all student e-mail addresses are added to a departmental listserv, through which formal

communications come. Through the university e-mail addresses, students are kept informed of events and information appropriate to their graduate studies. All full-time faculty members and part-time instructors are also assigned a university e-mail address to facilitate communications. E-mail address and phone number lists of Field site supervisors and others associated with the C/CE Program are also maintained to facilitate communication.

In addition to e-mail communications, current information is also shared with students via in-class announcements and on the C/CE Web Page. Information is also disseminated to field site supervisors and others via mail correspondence and site visits.

Standard V-E

The recommended ratio of FTE students to FTE faculty is 10:1.

Both full-time and part-time students are admitted to the C/CE Program with students taking varying numbers of credit hours. The C/CE Program defines a full-time student load as 12 semester hours. Therefore, for a given semester, the FTE for students is calculated as: total semester credits/12. The C/CE faculty includes full-time Program faculty members as well as adjunct/part-time instructors. For purposes of calculating faculty FTE, six semester hours taught by adjunct/part-time faculty are considered equivalent to one FTE.

The Bloomington program has seven full-time, tenure-line faculty members, two non-tenure-line faculty members, and an average of three courses taught by part-time instructors each semester for a total FTE of eight faculty. Counseling students enrolled for a total of 594 credit hours in the fall 2006 semester, 372 credits in spring 2007, and 642 credits in fall 2007 resulting in 49.5 (594/12), 31 (372/12), and 53.5 (642/12) FTE students for those semesters. Thus, the resulting FTE students to FTE faculty ratios were 6.19:1 for fall 2006, 3.88:1 for spring 2007, and 6.69:1 for fall 2007.

The IUPUI C/CE Program has three full-time, tenure-line faculty members plus an average of eight (varies from 7-9) courses taught by part-time instructors each semester for a total FTE of seven faculty. C/CE students at IUPUI enrolled for 660 semester credits in the fall 2006 semester, 720 credits in spring 2007, and 717 credits in fall 2007 resulting in 55 (660/12), 60 (720/12), and 59.75 (717/12) FTE students for those semesters. Thus, the resulting FTE students to FTE faculty ratios were 7.86:1 for fall 2006, 8.57:1 for spring 2007, and 8.54:1 for fall 2007.

Standard V-F

The teaching loads of program faculty are consistent with those of the institution's other graduate level units that require intensive supervision as an integral part of professional preparation and incorporate time for:

V-F-1

advising and supervising student research using formulae consistent with established graduate school policies within the institution;

V-F-2

maintaining knowledge and skill as a counselor educator, which ordinarily includes ongoing scholarship and service; and

V-F-3

administrative responsibilities (if applicable).

The teaching loads of program faculty are consistent with those of the institution's other graduate level units that require intensive supervision as an integral part of professional preparation. The School of Education in Bloomington has a standard teaching load of six semester hours per semester. The C/CE Program area is consistent with this, though some faculty members may get a reduced course load due to administrative responsibilities or because they have not yet achieved tenure.

The School of Education at IUPUI has a standard teaching load of 15 semester hours per academic year (e.g., 9 hours in fall and 6 hours in spring); though most faculty teach six hours per semester and are released from three hours if they have administrative duties and/or an active scholarly agenda. In recent semesters, at IUPUI, Dr. Robison has taught 15 hours per academic year while Drs. Morran and Thompson regularly teach 12 hours per academic year. This is consistent with similar graduate programs on the IUPUI campus.

Built into the course load is the expectation that faculty will advise and supervise student research, maintain current knowledge and skill in their teaching areas, and generate their own program of research/scholarship. Faculty members with administrative assignments are given sufficient time to conduct their responsibilities through such things as course load reduction and/or reductions in other service responsibilities.

Standard V-G

Graduate assistantships for program students are commensurate with graduate assistantships in other clinical training programs in the institution.

There are no graduate assistantships specifically dedicated to students in the C/CE Program as is also the case for other master's level programs in the School of Education as well as similar programs in other schools at Indiana University. However, C/CE Program students may apply for assistantships or other hourly positions on the Bloomington campus by going to the Human Resource Development website at <http://site.educ.indiana.edu/Default.aspx?alias=site.educ.indiana.edu/edhr>. Students on the IUPUI campus may also apply for assistantships or other jobs by going to IUPUI's Jag Jobs website at <http://www.ecampusrecruiter2.com/iupuicareer/index.php?script=local-login>. These websites are listed in the MS Student Handbook as well as the IUPUI Program Guide and interested students are encouraged to explore them.

Standard V-H

A written policy has been developed to recruit students to represent a multicultural and diverse society and is implemented by program faculty.

The C/CE Program adheres to the Indiana University policy which prohibits the use of the following characteristics in selecting students to graduate programs: age, gender, race, ethnicity, sexual orientation, religious preference, socioeconomic class, country of birth, or physical handicap. This information is widely disseminated through the publications of both Indiana University and the School of Education [See the School of Education's Graduate Academic Bulletin at the following link: http://www.indiana.edu/~bulletin/iu/educ_grad/2005-2007/].

Additionally, the C/CE Program supports and implements the School of Education's 2002 Long-Range Strategic Plan [See Exhibit IV] which includes five strategic goals, the fifth goal being "Promote Diversity". Within this broad diversity goal is a section specifically related to the recruitment and retention of underrepresented graduate students. This section is as follows:

Diversity can be greatly enhanced by policies and programs to attract and retain underrepresented graduate students, and by a SOE environment in which they are supported and guided to complete their studies.

- a. Establish a full-time staff position to work with the Associate Dean for Graduate Studies and individual graduate programs to initiate and coordinate recruitment efforts, develop plans for following up on each inquiry and application, help secure funding, and arrange for campus visits.
- b. Send recruitment information to organizations that include significant numbers of people who are underrepresented in the SOE.
- c. Establish an annual visitation program that invites students to the SOE from selected historically Black, Hispanic, and Native American institutions.
- d. Promote the hiring of new underrepresented graduate students into existing assistantship positions.
- e. Work with the Office of External Relations to design ways to involve alumni in helping recruit underrepresented graduate students.
- f. Work with the School's Development Office to increase School-based financial support for underrepresented graduate students.
- g. Expand the current Minority Graduate Student Mentoring Program to include a larger number of faculty and graduate students, and increase the number of events that bring this group together.
- h. Increase visibility of, and support for, student organizations that enhance diversity.

The C/CE Program has undertaken several initiatives to recruit a diverse student body. For example, Program faculty members have conducted information meetings for upper class undergraduate students in the Psychology Department of the University. The meetings have been attended by the Director of the master's program in counseling and a minority faculty member. These meetings involve a description of the graduate programs in counseling, questions and answers regarding career decision making, and an invitation to explore the interests of counseling faculty. Over the past few years, as a result of these meetings, several students from under-represented groups have been attracted to our programs.

Minority applicants to the doctoral program who (a) either hold or are completing their bachelor's degrees; and (b) fail to make the cutoff for campus interviews are routinely invited to have their applications considered for admission to the master's program. In addition, minority students who (a) are invited to campus to interview for the doctoral program but are not offered admission to that program; and (b) either hold or are completing their bachelor's degrees are invited to be considered for admission to the master's program. These students are given explanations regarding the advantages of

the master's program, including the strengthening of their backgrounds for future application to the doctoral program.

The program also provides recruitment materials for recruitment caravans sponsored by the Consortium on Institutional Cooperation (CIC). A representative of the Graduate School of the university visits historically minority-serving institutions in Puerto Rico, the South, and the Southwest. The representative meets with students in prearranged gatherings to provide recruitment materials, discuss graduate programs, and answer questions.

The Director of the master's program regularly consults with faculty members on special cases involving minority applicants. An attempt is made to ascertain the applicant's fit with the program, potential to succeed, and program and institutional support that can be garnered for the student.

Standard V-I

The program admissions criteria, as well as selection and retention procedures, are distributed to prospective students.

The admissions criteria as well as selection and retention procedures are detailed in the School of Education Graduate Academic Bulletin (http://www.indiana.edu/~bulletin/iu/educ_grad/2005-2007/). Potential students may also access information concerning application and admissions procedures from the Indiana University School of Education Web Site: <http://site.educ.indiana.edu/gso/FutureStudents/tabid/4996/Default.aspx>.

The criteria and procedures include consideration of:

V-I-1

input from regular, adjunct, and affiliate program faculty;

Through faculty meetings, advisory board meetings, and informal means, regular, adjunct and affiliate faculty offer input on admissions criteria as well as selection and retention procedures.

V-I-2

each applicant's potential success in forming effective interpersonal relationships in individual and small group contexts;

Applicants' personal/goal statements, letters of recommendation, and previous experience are evaluated in the admissions process, and provide information related to interpersonal functioning. An ongoing evaluation of each student is conducted throughout one's program. Prior to being accepted for G524 (Practicum in Counseling), students must submit an internal application. The application must include a signature from their G523 (Laboratory in Counseling) instructor indicating successful completion of the G523 course and readiness for the practicum. Students are also required to obtain the signature of their G524 (Practicum in Counseling) instructor when they apply for G550 (Internship in Counseling). By requiring signatures of the laboratory and practicum instructors, the individual student is screened for "effective interpersonal relationships in individual and small group contexts." Additionally, all students are routinely evaluated annually by the entire faculty. This evaluation includes consideration of the student's clinical, professional, and interpersonal functioning.

V-I-3

each applicant's aptitude for graduate level study, including technological competence and computer literacy;

The potential academic ability of each applicant is assessed through use of the undergraduate and graduate academic record, letters of recommendation, and GRE scores. Once admitted, students meet with their assigned faculty advisor to plan course work, including consideration of the student's technological competence and computer literacy. If the faculty advisor determines that the student needs additional technological/computer skills, the student may be required to take relevant courses such as W531 (Computers in Education) or other related courses, and/or complete other appropriate experiences.

V-I-4

each applicant's career goals and objectives and their relevance to the program; and

Applicants are required to submit a personal statement, including their career goals and objectives, as a part of their application to the program. These goals/objectives are carefully considered during the admissions process and students whose interests are not consistent with the C/CE programs are referred to other appropriate programs.

V-I-5

each applicant's openness to self-examination and personal and professional self-development.

Bloomington applicants are required to submit a minimum of three letters of recommendation (the IUPUI School of Education requires only two letters of recommendation). These letters are carefully reviewed in the admissions process to identify any potential problems an applicant may have in the areas of self-examination and/or personal and professional development. These characteristics are continually monitored throughout the student's progress in the program. As noted in **V-I-2** a student must have the endorsement of the instructor of one's previous clinical course prior to being accepted into the next level of clinical courses (e.g., signature of counseling lab instructor is required for practicum; signature of practicum instructor is required prior to acceptance for internship). Additionally, students are reviewed annually in a counseling faculty meeting, including areas such as: clinical skills, professional competencies, interpersonal skills, openness to self-examination, and openness to personal and professional self-development (**See Appendix IV**).

Standard V-J

Admissions decision recommendations are made by an academic unit's selection committee.

The Admissions Committee for the IUB campus consists of program faculty, with each program being represented (school counseling, community counseling, and mental health counseling). The Admissions Committee for the IUPUI campus consists of all three full-time faculty members in the school counseling program.

Standard V-K

Effort is made to secure financial assistance for students in the program, including all of the following:

V-K-1

monitoring to ensure that the program receives a proportionate share of the institutional funds allocated for such purposes; and

V-K-2

informing students of available loans, part-time work, graduate assistantships and fellowships, and other sources of financial aid.

Indiana University has an Office of Student Financial Assistance on both campuses. Financial aid information may be found on the Bloomington Web site (<http://www.indiana.edu/~sfa/>) or the IUPUI Web Site (<http://www.iupui.edu/~finaid/>). The Student Handbook and the IUPUI Program Guide also include information concerning financial aid [See Exhibits II-1 and II-2].

The Department of Counseling & Educational Psychology receives no budget for providing institutional funds specifically designated for master's degree level students. However, Indiana University provides extensive opportunities for employment for students. Students are informed about these opportunities via contact with faculty and through departmental e-mail correspondence. Students are informed about available loans, part-time work, graduate assistantships and fellowships, as well as other sources of financial aid. Information regarding funding opportunities are disseminated to students via a departmental Listserv.

Standard V-L

Students have an assigned faculty advisor at all times during enrollment in the program. Students, with their faculty advisor, develop a planned program of study prior to the completion of twelve (12) semester or eighteen (18) quarter hours of graduate study.

Students, upon admission to the program, are assigned a faculty advisor. When students are informed of their acceptance to the program, the admissions letter also informs them of their assigned faculty advisor.

Each Bloomington campus student in the C/CE Program must complete a program planning form during their first semester of enrollment after admission. IUPUI campus students in the C/CE Program meet with their assigned faculty advisor to plan a program of study prior to enrollment for their first semester and a formal program form must be submitted with the practicum application. On both campuses the appropriate form is reviewed with the student's advisor (or committee with the Ed.S. program) and a dated copy, signed by the advisor (or committee for the Ed.S.), is returned to the student. The appropriate forms are entitled "Program Outline for M.S. Degree in School Counseling"; "Program Outline for M.S. Degree in Community Counseling"; and "Appointment of Advisory Committee and Program Studies for Ed.S. Degree". Bloomington campus students have access to the program planning forms at <http://site.educ.indiana.edu/cep/CurrentStudents/tabid/5633/Default.aspx> and IUPUI campus students can access the school track forms at <http://education.iupui.edu/soe/programs/graduate/counselor.aspx>.

The planned program of study identifies the following:

V-L-1

program prerequisite curricular experiences;

V-L-2

core curricular requirements;

V-L-3

specialized curricular experiences;

V-L-4

supervised practicum and internship requirements; and

V-L-5

appropriate elective curricular requirements.

Using the program planning forms referred to above; students, with their faculty advisor, develop a planned program of study that identifies course prerequisites, core curricular requirements, specialized curricular experiences (school, community, or mental health track), supervised practicum and internship requirements and appropriate elective requirements. These requirements are also specified in the MS Student Handbook as well as in the appropriate program planning documents (see the links provided on page 56).

Section VI

Evaluations in the Program

Submitted to:

Council for the Accreditation of Counseling and Related
Educational Programs

- A. Program mission, objectives and student learning outcomes are developed and revised when necessary through self-study on a regular schedule. This evaluation process is based on input from program faculty, current and former students, and personnel in cooperating agencies.
- B. The program faculty conduct a developmental, systematic assessment of each student's progress throughout the program, including consideration of the student's academic performance, professional development, and personal development.
- C. Faculty establish a comprehensive, integrated plan of program evaluation, indicating how the mission, objectives, and student learning outcomes are met. Program evaluations must be ongoing, with formal evaluation occurring as follows:
 - 1. an annual evaluation that documents how, where, and the extent to which program objectives are addressed in course syllabi;
 - 2. a review by program faculty of programs, curricular offerings, and characteristics of program applicants;
 - 3. at least once every three years, program faculty conduct and document findings of formal follow-up studies of program graduates to assess graduate perceptions and evaluations of major aspects of the program;
 - 4. at least once every three years, program faculty conduct and document findings of formal follow-up studies of clinical site supervisors and program graduate employers to assess their perceptions and evaluations of major aspects of the program; and
 - 5. at least once every three years, program faculty document use of findings from VI. C.1, 2, 3, and 4 above in program modifications.
- D. An official report that documents outcomes of the comprehensive program evaluation shall be prepared and distributed on a systematic basis (at least once every three years) to students currently in the program, program faculty, institutional administrators, and personnel in cooperating agencies (e.g., employers, site supervisors).
- E. Students have regular and systematic opportunities to formally evaluate faculty and the students' curricular experiences.
- F. Provide annual results of student course evaluations to faculty.
- G. present written faculty evaluation procedures to program faculty at the beginning of each evaluation period and whenever changes are made in the procedures.

Program mission, objectives and student learning outcomes are developed and revised when necessary through self-study on a regular schedule. This evaluation process is based on input from program faculty, current and former students, and personnel in cooperating agencies.

Our advisory board consisting of faculty, current and former students and personnel in cooperating agencies meets semi-annually for the purpose of reviewing and revising program objectives. (See Exhibit II-I). Objectives have been developed in accord with pertinent professional organization positions such as NBCC, CACREP, and the State of Indiana. When personnel in cooperating agencies are asked to evaluate their current practicum or internship student, they are also invited to comment on the program's objectives.

2007-08 Advisory Board, Counseling Program

All Program faculty are members of the Advisory Board

Kelly Dunn:	Former State Dept of Education, Counseling Consultant. Placement coordinator for IUPUI
Matt Fleck: State	Dept of Education, Counseling Consultant. Former school counselor.
Kathy Burnell:	Director of Guidance, Plainfield High School
Kimble Richardson, LMHC:	St. Vincent's Hospital
Danny Waddle, LMHC:	St. Vincent's Hospital
Gina Woodward: School Counselor,	Clark Pleasant Middle School
Sharon Yarber: School Counselor,	Eastern Greene High School
Gwen Holey:	student member

In addition to the CCE Advisory Board, input concerning the program mission, objectives, and student learning outcomes is also solicited from current and former students via regular surveys and through focus groups with current students.

The program faculty conduct a developmental, systematic assessment of each student's progress throughout the program, including consideration of the student's academic performance, professional development, and personal development.

Annually, a counseling faculty meeting is devoted to student assessment in which consideration is given to student academic performance, professional development, and personal development. The student

handbook (See Exhibit 1-6) contains information concerning student retention as follows:

In the School of Education Graduate Bulletin, policies governing graduate programs are described. There is a specific section entitled "Retention in Graduate Programs."

In addition to terminating students for academic reasons, students may be terminated from the Counseling/Counselor Education program for ethical violations and / personnel unsuitability for the profession." (Please see Exhibit V-13 for a copy of the student evaluation form.) All students are routinely evaluated annually by the entire faculty. This evaluation includes a section on personal (clinical, professional, interpersonal) functioning. Where there is sufficient concern, the evaluation will be written, with a copy signed by the student and placed in the student's file.

As a result of the evaluation, the faculty may decide that further monitoring is needed and a committee will be formed, which will consist of the student's advisor and two other faculty members who are familiar with the student. A meeting will be held with the student, where the concerns and recommendations of the faculty are clearly explained (both verbally and in written form) to the student. The student will have an opportunity to discuss his or her thoughts, feelings, and reactions.

If appropriate, a written plan for remediation will be approved by the full counseling faculty and presented to the student (with a filed copy, signed by the student). This plan will clearly specify what changes are expected and what time limits are operative. It will also include a statement indicating that failure to remediate may result in termination from the program. (This constitutes due process" the student is advised of his or her shortcomings, is given an opportunity to correct them, and is made aware of the possible consequences of failure.) Please refer to Student Handbook, Exhibit 1-6, page 9.

Student progress is also regularly monitored throughout the course of the program. For example, the Counseling Laboratory (G522) instructor must assess each student's readiness for the Counseling Practicum (G524) and sign the practicum application before the student is allowed to enroll. Similarly, the practicum instructor must sign the Counseling Internship (G550) application to indicate readiness of the student for the internship experience. These formal assessment points, along with exams, papers, projects, observations, etc. in each course, serve to provide an ongoing assessment of each student's academic performance, professional development, and personal development throughout the program. Additionally, course instructors are asked to complete a Student Report Form for any student who is not making satisfactory progress in academic, clinical skills, and/or personal/social areas.

C. Faculty establish a comprehensive, integrated plan of program evaluation, indicating how the mission, objectives, and student learning outcomes are met. Program evaluations must be ongoing, with formal evaluation occurring as follows: Programs must be evaluated at least every three years. The formal evaluation include, but not be limited to, the following:

An annual evaluation that documents how, where, and the extent to which program objectives are addressed in course syllabi;

One counseling faculty meeting each year is specifically devoted to the MS and Ed.S. degree programs. As a portion of this meeting, program objectives are reviewed and include consideration of how, where,

and the extent to which these objectives are addressed in course syllabi. These issues are also addressed in other counseling faculty meetings as needed.

A review by program faculty of programs, curricular offerings, and characteristics of program applicants;

Annually, a counseling faculty meeting is specifically devoted to a review of the MS degree program in Counseling/Counselor Education. During this review, curricular offerings and professional trends are considered. Types of students seeking admission to the program are reviewed and analyzed. Additionally, the counseling faculty holds regularly scheduled meetings at least twice a month during the academic year to discuss program issues.

3. At least once every three years, program faculty conduct and document findings of formal follow-up studies of program graduates to assess graduate perceptions and evaluations of major aspects of the program;

Surveys of program graduates have been conducted for 2001-03, 2004-05, and 2006-07. Summary reports of these survey studies are reported in the Counseling and Counselor Education Program Evaluation Report at the end of Section VI.

4. At least once every three years, program faculty conduct and document findings of formal follow-up studies of clinical site supervisors and program graduate employers to assess their perceptions and evaluations of major aspects of the program.

Surveys of clinical site supervisors and employers are conducted each year. Summaries of these surveys are reported in the Counseling and Counselor Education Program Evaluation Report at the end of Section VI..

5. At least once every three years, program faculty document use of findings from VI. C.1, 2, 3, and 4 above in program modifications

Annually, a counseling faculty meeting is specifically devoted to a review of the MS degree program in Counseling/Counselor Education. During this meeting (as well as other faculty meetings when needed) consideration is given to needed modifications in the program. As a result of these deliberations (and feedback from current and former students) a number of modifications have been enacted. Examples of these modifications include:

- an increased focus on brief counseling approaches within the laboratory, practicum, and internship courses;
- an increased focus on issues of school counseling in urban schools (IUPUI);
- The offering of separate sections of the Individual Appraisal (G505) course for school or agency/mental health counseling students.
- increased use of guest speakers to discuss and demonstrate specific interventions and approaches for school settings;
- the addition of topics related to school law within the internship and other classes;
- the addition of a service learning component to G598(Seminar on Professional

- Issues)(IUPUI);
- the addition of employment portfolio development as part of the internship classes; and
 - revisions to the Y520 (Strategies for Educational Inquiry) course.

D. An official report that documents outcomes of the comprehensive program evaluation shall be prepared and distributed on a systematic basis (at least once every three years) to students currently in the program, program faculty, institutional administrators, and personnel in cooperating agencies (e.g., employers, site supervisors).

An official report (Counseling and Counselor Education Program Evaluation Report) is distributed (via e-mail) to students currently in the program, program faculty, institutional administrators, and personnel in cooperating agencies (e.g., employers, site supervisors) at the time the survey evaluations are updated and the results analyzed (this report also appears on the Counseling and Counselor Education website). The Counseling and Counselor Education Program Evaluation Report appears at the end of Section VI.

E. Students have regular and systematic opportunities to formally evaluate faculty and the students' curricular experiences.

Standardized procedures and forms are in place to execute confidential evaluation of each faculty member in each course taught. (SEE EXHIBIT %'I-6) Student course evaluations are required to be on file with the faculty member's annual reports.

F. Provide annual results of student course evaluations to faculty.

Non-tenured faculty are required to have an annual conference with the Departmental Chair, at which time discussions include results of students' evaluations of the faculty member's teaching. Tenured faculty may request such a meeting. Additionally, the Department Chair may schedule appointments with faculty members' who's teaching evaluations show areas of weakness to discuss strategies for improving teaching.

Teaching evaluations are a critical component of the annual merit review each faculty member undergoes. Summary information is provided to all faculty including results that are norm-referenced to both all-university faculty as well as School of Education faculty.

G. Present written faculty evaluation procedures to program faculty at the beginning of each evaluation period and whenever changes are made in the procedures.

Written evaluation procedures are given to all faculty members annually. Instructions and procedures for faculty evaluation are denoted in an annual memo from the Dean's office in the School of Education. Please see Exhibit VI-7.

For the full CACREP Evaluation please refer to **EXHIBIT V**.

STANDARDS FOR THE SCHOOL COUNSELING SPECIALTY

Submitted to:

Council for the Accreditation of Counseling and Related
Educational Programs

CACREP SELF-STUDY
STANDARDS FOR SCHOOL COUNSELING PROGRAMS

In addition to the common core curricular experiences outlined in Section II.K, the following curricular experiences and demonstrated knowledge and skills are required of all students in the program.

School Counseling Program Philosophy

The major tenet of Indiana University's School Counseling Program is to develop counselors with exceptional clinical skills who will work in a school environment. Graduates will be reflective practitioners who will continue the process of self-critique and self-improvement throughout their professional lives. These reflective practitioners are committed learners who will continue to build their knowledge base. These learners know and can apply ethical counseling principles. Furthermore, these learners can understand and apply research findings with a commitment to instituting empirically supported interventions and programs.

Graduates from the Indiana University School Counseling program are counselors who can respond to the needs of all students. They respect the dignity of others, which involves providing leadership in addressing issues related to social justice, diversity, inclusion, and oppression. Graduates from the School Counseling Program will function as advocates for students and agents of therapeutic change within school and community environments. These counselors are capable of developing, implementing, and sustaining programs for students that enable them to effectively participate in and contribute to our diverse society. Graduates of the Indiana University School Counseling Program use preventive, developmental, and remedial interventions that effectively deliver a comprehensive school counseling program that facilitates academic, personal/social, and career development. Furthermore, these counselors are skilled consultants who can work cooperatively with parents, teachers, administrators, and pertinent others in the pursuit of optimal development for all students.

School Counseling Program Objectives

1. Graduates of the School Counseling Program understand content related to the eight core areas identified by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).
2. Graduates of the School Counseling Program understand the foundations, contextual dimensions, and knowledge and skill requirements of school counseling as identified by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).
3. Graduates of the School Counseling Program understand the nature of and needs of individuals at all developmental levels.
4. Graduates of the School Counseling Program understand the issues and trends in a multicultural and diverse society and apply this knowledge in assisting students.
5. Graduates of the School Counseling Program can design, implement, and evaluate school counseling programs and/or components of a school counseling program.

6. Graduates of the School Counseling Program have effective communication skills that can be utilized to work effectively with individuals, promote counseling programs, and advocate for the well-being of all students.
7. Graduates of the School Counseling Program understand the process of individual counseling and are effective counselors with individuals.
8. Graduates of the School Counseling Program understand the process of group counseling and can effectively facilitate both small and large groups.
9. Graduates of the School Counseling Program understand the process of consultation and can effectively consult with parents, teachers, administrators, and others.
10. Graduates of the School Counseling Program understand individual and group approaches to assessment and evaluation including appropriate uses and limitations within the assessment process.
11. Graduates of the School Counseling Program will have knowledge of and continually demonstrate ethical and legal behaviors consistent with the counseling profession.
12. Graduates of the School Counseling Program will stay abreast of current research and apply empirically supported interventions in counseling practice.
13. Graduates of the School Counseling Program will continue to search out avenues to increase their effectiveness and learn through various professional involvements.

A. FOUNDATIONS OF SCHOOL COUNSELING

In the following sections we have listed the primary course(s) and, in some cases, one or more other courses where knowledge and skills related to each area are taught. Primary courses are indicated by an asterisk (*).

- 1. history, philosophy, and current trends in school counseling and educational systems;**
 *G562 (School Counseling: Interventions, Consultation, and Program Development)
 G502 (Professional Orientation and Ethics)
- 2. relationship of the school counseling program to the academic and student services program in the school;**
 *G562 (School Counseling: Interventions, Consultation, and Program Development)
 *G542 (Organization and Development of Counseling Programs)
- 3. role, function, and professional identity of the school counselor in relation to the roles of other professional and support personnel in the school;**

*G562 (School Counseling: Interventions, Consultation, and Program Development)
G502 (Professional Orientation and Ethics)

4. strategies of leadership designed to enhance the learning environment of schools;

* G562 (School Counseling: Interventions, Consultation, and Program Development)
G542 (Organization and Development of Counseling Programs)

5. knowledge of the school setting, environment, and pre K-12 curriculum;

* G542 (Organization and Development of Counseling Programs)
G562 (School Counseling: Interventions, Consultation, and Program Development)
G502 (Professional Orientation and Ethics)

6. current issues, policies, laws, and legislation relevant to school counseling;

*G562 (School Counseling: Interventions, Consultation, and Program Development)
G502 (Professional Orientation and Ethics)
G542 (Organization and Development of Counseling Programs)

7. the role of racial, ethnic and cultural heritage, nationality, socioeconomic status, family structure, age, gender, sexual orientation, religious and spiritual beliefs, occupation, physical and mental status, and equity issues in school counseling;

*G575 (Multicultural Counseling)
G502 (Professional Orientation and Ethics)
G562 (School Counseling: Interventions, Consultation, and Program Development)

8. knowledge and understanding of community, environmental, and institutional opportunities that enhance, as well as barriers that impede student academic, career, and personal/social success and overall development;

* G562 (School Counseling: Interventions, Consultation, and Program Development)
G542 (Organization and Development of Counseling Programs)

9. knowledge and application of current and emerging technology in education and school counseling to assist students, families, and educators in using resources that promote informed academic, career, and personal/social choices; and

*G562 (School Counseling: Interventions, Consultation, and Program Development)
G502 (Professional Orientation and Ethics)

10. ethical and legal considerations related specifically to the practice of school counseling (e.g., the *ACA Code of Ethics* and the *ASCA Ethical Standards for School Counselors*).

*G562 (School Counseling: Interventions, Consultation, and Program Development)
G502 (Professional Orientation and Ethics)

B. CONTEXTUAL DIMENSIONS OF SCHOOL COUNSELING

Studies that provide an understanding of the coordination of counseling program components as they relate to the total school community, including all of the following:

1. advocacy for all students and for effective school counseling programs;

- * G562 (School Counseling: Interventions, Consultation, and Program Development)
- * G542 (Organization and Development of Counseling Programs)
- G502 (Professional Orientation and Ethics)

2. coordination, collaboration, referral, and team-building efforts with teachers, parents, support personnel, and community resources to promote program objectives and facilitate successful student development and achievement of all students;

- * G562 (School Counseling: Interventions, Consultation, and Program Development)
- * G542 (Organization and Development of Counseling Programs)

3. integration of the school counseling program into the total school curriculum by systematically providing information and skills training to assist pre-K-12 students in maximizing their academic, career, and personal/social development;

- * G542 (Organization and Development of Counseling Programs)

4. promotion of the use of counseling and guidance activities and programs by the total school community to enhance a positive school climate;

- * G542 (Organization and Development of Counseling Programs)

5. methods of planning for and presenting school counseling-related educational programs to administrators, teachers, parents, and the community;

- * G542 (Organization and Development of Counseling Programs)
- G562 (School Counseling: Interventions, Consultation, and Program Development)

6. methods of planning, developing, implementing, monitoring, and evaluating comprehensive developmental counseling programs; and

- * G542 (Organization and Development of Counseling Programs)

7. knowledge of prevention and crisis intervention strategies.

- * G562 (School Counseling: Interventions, Consultation, and Program Development)
- * G542 (Organization and Development of Counseling Programs)
- G522 (Laboratory in Counseling)
- G524 (Practicum in Counseling)

G550 (Internship in Counseling)

C. KNOWLEDGE AND SKILL REQUIREMENTS FOR SCHOOL COUNSELORS

C-1: Program Development, Implementation, and Evaluation

C-1-a: use, management, analysis, and presentation of data from school-based information (e.g., standardized testing, grades, enrollment, attendance, retention, placement), surveys, interviews, focus groups, and needs assessments to improve student outcomes;

*G542 (Organization and Development of Counseling Programs)

G505 (Individual Appraisal: Principles and Procedures)

G562 (School Counseling: Interventions, Consultation, and Program Development)

Y520 (Strategies for Educational Inquiry)

C-1-b: design, implementation, monitoring, and evaluation of comprehensive developmental school counseling programs (e.g., the *ASCA National Standards for School Counseling Programs*) including an awareness of various systems that affect students, school, and home;

*G542 (Organization and Development of Counseling Programs)

C-1-c: implementation and evaluation of specific strategies that meet program goals and objectives;

*G542 (Organization and Development of Counseling Programs)

G562 (School Counseling: Interventions, Consultation, and Program Development)

C-1-d: identification of student academic, career, and personal/social competencies and the implementation of processes and activities to assist students in achieving these competencies;

*G542 (Organization and Development of Counseling Programs)

G562 (School Counseling: Interventions, Consultation, and Program Development)

C-1-e: preparation of an action plan and school counseling calendar that reflect appropriate time commitments and priorities in a comprehensive developmental school counseling program;

*G542 (Organization and Development of Counseling Programs)

C-1-f: strategies for seeking and securing alternative funding for program expansion; and

*G542 (Organization and Development of Counseling Programs)

C-1-g: use of technology in the design, implementation, monitoring and evaluation of a comprehensive school counseling program.

*G542 (Organization and Development of Counseling Programs)
G598 (Seminar on Professional Issues)

C-2: Counseling and Guidance

C-2-a: individual and small-group counseling approaches that promote school success, through academic, career, and personal/social development for all;

*G562 (School Counseling: Interventions, Consultation, and Program Development)
G523 (Laboratory in Counseling)
G524 (Practicum in Counseling)
G532 (Introduction to Group Counseling)
G550 (Internship in Counseling)

C-2-b: individual, group, and classroom guidance approaches systematically designed to assist all students with academic, career and personal/social development;

*G562 (School Counseling: Interventions, Consultation, and Program Development)
G532 (Introduction to Group Counseling)
G552 (Career Counseling: Theory/Practice)

C-2-c: approaches to peer facilitation, including peer helper, peer tutor, and peer mediation programs;

*G562 (School Counseling: Interventions, Consultation, and Program Development)

C-2-d: issues that may affect the development and functioning of students (e.g., abuse, violence, eating disorders, attention deficit hyperactivity disorder, childhood depression and suicide);

*G562 (School Counseling: Interventions, Consultation, and Program Development)

C-2-e: developmental approaches to assist all students and parents at points of educational transition (e.g., home to elementary school, elementary to middle to high school, high school to postsecondary education and career options);

*G542 (Organization and Development of Counseling Programs)

*G562 (School Counseling: Interventions, Consultation, and Program Development)

C-2-f: constructive partnerships with parents, guardians, families, and communities in order to promote each student's academic, career, and personal/social success;

*G562 (School Counseling: Interventions, Consultation, and Program Development)

G542 (Organization and Development of Counseling Programs)

C-2-g: systems theories and relationships among and between community systems, family systems, and school systems, and how they interact to influence the students and affect each system; and

*G562 (School Counseling: Interventions, Consultation, and Program Development)

G522 (Counseling Techniques)

G542 (Organization and Development of Counseling Programs)

C-2-h: approaches to recognizing and assisting children and adolescents who may use alcohol or other drugs or who may reside in a home where substance abuse occurs.

*G562 (School Counseling: Interventions, Consultation, and Program Development)

G524 (Practicum in Counseling)

C-3: Consultation

C-3-a: strategies to promote, develop, and enhance effective teamwork within the school and larger community;

*G562 (School Counseling: Interventions, Consultation, and Program Development)

C-3-b: theories, models, and processes of consultation and change with teachers, administrators, other school personnel, parents, community groups, agencies, and students as appropriate;

*G562 (School Counseling: Interventions, Consultation, and Program Development)

G502 (Professional Orientation and Ethics)

C-3-c: strategies and methods of working with parents, guardians, families, and communities to empower them to act on behalf of their children; and

*G562 (School Counseling: Interventions, Consultation, and Program Development)

C-3-d: knowledge and skills in conducting programs that are designed to enhance students' academic, social, emotional, career, and other developmental needs.

*G562 (School Counseling: Interventions, Consultation, and Program Development)

D. CLINICAL INSTRUCTION

For the School Counseling Program, the 600 clock hour internship (Standard III.H) occurs in a school counseling setting, under the supervision of a site supervisor as defined by Section II, Standard C.1-2. The requirement includes a minimum of 240 direct service clock hours.

The program must clearly define and measure the outcomes expected of interns, using appropriate professional resources that address Standards A, B, and C (School Counseling Programs).

The requirements for the School Counseling internship are met in G550 (Internship in Counseling). All students enrolled in the School Counseling track of the C/CE Program are required to take two semesters (each for three credit hours) of G550. This experience requires a minimum of 600 hours on a school site with at least 240 hours of direct service (students maintain and regularly submit monthly time logs of all activities on the site). All students are placed in an appropriate school setting for their experience. We require that all site supervisors at these schools have a minimum of a master's degree in counseling, be licensed as a school counselor in Indiana, and have a minimum of two years of school counseling experience. Additionally, we require that all school counselor internships include at least 30 hours of experience at each school level (elementary, middle school, and high school).

The outcomes expected of interns are defined in the *School Counseling Program Objectives* listed above. Faculty and site supervisors review monthly intern activity logs to ensure that appropriate school counselor experiences are being acquired by each intern and Standards A, B, and C for School Counseling Programs are being appropriately demonstrated. Expected internship outcomes are also reflected in the *School Counseling Student Evaluation Form* that is used by site and faculty supervisors to evaluate interns' performance each semester. Additionally, many of these expected outcomes are also defined and measured within the required course work for students in the School Counseling Program.

STANDARDS FOR THE COMMUNITY COUNSELING SPECIALTY

Submitted to:

Council for the Accreditation of Counseling and Related
Educational Programs

In addition to the common core curricular experiences outlined in Section II.K, the following curricular experiences and demonstrated knowledge and skills are required of all students in the program.

Community Counseling Program Philosophy

Professional counselors assist individuals to enhance human development throughout the life span. Professional counselors respect the dignity of all persons and are sensitive to the needs of diverse groups in our pluralistic society. Professional counselors assist people to deal with emotional/behavioral problems and the challenges of everyday life. Goals are developmental, educative, preventive, and remedial. The basic value commitment of the program is to the optimum development of the individual with an emphasis on helping students/clients learn more effectively and efficiently.

Graduates from the Indiana University Community Counseling program are counselors who can respond to the needs of all clients. They respect the dignity of others, which involves providing leadership in addressing issues related to social justice, diversity, inclusion, and oppression. Graduates from the Community Counseling Program will function as advocates for clients and agents of therapeutic change within agency and community environments. These counselors are capable of developing, implementing, and sustaining programs for clients that enable them to effectively participate in and contribute to our diverse society. Graduates of the Indiana University Community Counseling Program use preventive, developmental, and remedial interventions that effectively deliver a comprehensive counseling program that facilitates personal/social and career development. Furthermore, these counselors are skilled consultants who can work cooperatively with other professionals in the pursuit of optimal development for all clients.

Community Counseling Program Objectives

1. Graduates of the Community Counseling Program understand content related to the eight core areas identified by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).
2. Graduates of the Community Counseling Program understand the foundations, contextual dimensions, and knowledge and skill requirements of community counseling as identified by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).
3. Graduates of the Community Counseling Program understand the nature of and needs of individuals at all developmental levels.
4. Graduates of the Community Counseling Program understand the issues and trends in a multicultural and diverse society and apply this knowledge in assisting students.
5. Graduates of the Community Counseling Program can design, implement, and evaluate community counseling programs and/or components of a community counseling program.
6. Graduates of the Community Counseling Program have effective communication skills that can be utilized to work effectively with individuals, promote counseling programs, and advocate for the well-being of all clients.

7. Graduates of the Community Counseling Program understand the process of individual counseling and are effective counselors with individuals.
8. Graduates of the Community Counseling Program understand the process of group counseling and can effectively facilitate both small and large groups.
9. Graduates of the Community Counseling Program understand the process of consultation and can effectively consult with other professionals.
10. Graduates of the Community Counseling Program understand individual and group approaches to assessment and evaluation including appropriate uses and limitations within the assessment process.
11. Graduates of the Community Counseling Program will have knowledge of and continually demonstrate ethical and legal behaviors consistent with the counseling profession.
12. Graduates of the Community Counseling Program will stay abreast of current research and apply empirically supported interventions in counseling practice.
13. Graduates of the Community Counseling Program will continue to search out avenues to increase their effectiveness and learn through various professional involvements.

In the following sections we have listed the primary course(s) and, in some cases, one or more other courses where knowledge and skills related to each area are taught. Primary courses are indicated by an asterisk (*).

A. FOUNDATIONS OF COMMUNITY COUNSELING

- 1. historical, philosophical, societal, cultural, economic, and political dimensions of and current trends in the community human service/mental health movement;**

*G563 (Foundations of Mental Health Counseling)
G502 (Professional Orientation and Ethics)

- 2. roles, functions, preparation standards, credentialing, licensure and professional identity of community counselors;**

*G598 (Seminar on Professional Issues)
G502 (Professional Orientation and Ethics)

- 3. policies, laws, legislation, recognition, reimbursement, right-to-practice, and other issues relevant to community counseling;**

*G598 (Seminar on Professional Issues)

- 4. ethical and legal consideration specifically related to the practice of community counseling (e.g., the *ACA Code of Ethics*); and**

G563 (Foundations of Mental Health Counseling)

*G502 (Professional Orientation and Ethics)

- 5. the role of racial, ethnic, and cultural heritage, nationality, socioeconomic status. Family structure, age, gender, sexual orientation, religious and spiritual beliefs, occupation, and physical and mental status, and equity issues in community counseling.**

*G575 (Multicultural Counseling)

B. CONTEXTUAL DIMENSIONS OF COMMUNITY COUNSELING

- 1. the roles of community counselors in various practice settings and the relationships between counselors and other professionals in these settings;**

*G563 (Foundations of Mental Health Counseling)

G502 (Professional Orientation and Ethics)

- 2. organizational, fiscal, and legal dimensions of the institutions and settings in which community counselors practice;**

*G563 (Foundations of Mental Health Counseling)

G598 (Seminar on Professional Issues)

- 3. strategies for community needs assessment to design, implement, and evaluate community counseling interventions, programs, and systems; and**

*G563 (Foundations of Mental Health Counseling)

G645 (Psychoeducational Consultation)

Y520 (Strategies for Educational Inquiry)

- 4. general principles of community intervention, consultation, education, and outreach; and characteristics of human services programs and networks (public, private, and volunteer) in local communities.**

*G563 (Foundations of Mental Health Counseling)

G645 (Psychoeducational Consultation)

Y520 (Strategies for Educational Inquiry)

C. KNOWLEDGE AND SKILL REQUIREMENTS FOR COMMUNITY COUNSELORS

- 1. typical characteristics of individuals and communities served by variety of institutions and agencies that offer community counseling services;**

G645 (Psychoeducational Consultation)

*G524 (Practicum in Counseling)

*G550 (Internship in Counseling)

- 2. models, methods, and principles of program development and service delivery for a clientele based on assumptions of human and organizational development, including prevention, implementation of support groups, peer facilitation training, parent education, career/occupational information and counseling, and encouragement of self-help;**

*G645 (Psychoeducational Consultation)

*G552 (Career Counseling: Theory/Practice)

- 3. effective strategies for promoting client understanding of and access to community resources;**

*G645 (Psychoeducational Consultation)

- 4. principles and models of biopsychosocial assessment, case conceptualization, theories of human development and concepts of normalcy and psychopathology leading to diagnoses and appropriate counseling plans;**

*G505 (Individual Appraisal: Principles and Procedures)

- 5. knowledge of the principles of diagnosis and the use of current diagnostic tools, including the current edition of the *Diagnostic and Statistical Manual*;**

G505 (Individual Appraisal: Principles and Procedures)

*G524 (Practicum in Counseling)

*G550 (Internship in Counseling)

- 6. effective strategies for client advocacy in public policy and other matters of equity and accessibility; and**

*G598 (Seminar on Professional Issues)

- 7. application of appropriate individual, couple, family, group, and systems modalities for initiating, maintaining, and terminating counseling, including the use of crisis intervention, and brief, intermediate, and long-term approaches.**

G524 (Practicum in Counseling)

*G550 (Internship in Counseling)

G598 (Seminar on Professional Issues)

D. CLINICAL INSTRUCTION

For the Community Counseling Program, the 600 clock hour internship (Standard III.H) occurs in a community setting, under the clinical supervision of a site supervisor as defined by Section III, Standard C.1-2. The requirement includes a minimum of 240 direct service clock hours.

The program must clearly define and measure the outcomes expected of interns, using appropriate professional resources that address Standards A, B, and C (Community Counseling Programs).

The requirements of the Community Counseling internship are met in G550, Internship in Counseling. All students enrolled in the Community Counseling Program are required to take two semesters (each of which is for three credit hours) of G550 (students maintain and regularly submit monthly time logs of all activities on the site). Students enrolled in the Community Counseling Program are placed in an appropriate community setting for their internship, under the clinical supervision of site supervisors. We require that all site supervisors at these settings have a minimum of a master's degree in counseling, be licensed as a professional counselor in Indiana, and have a minimum of two years of community counseling experience.

The outcomes expected of interns are defined in the *Community Counseling Program Objectives* listed above. Faculty and site supervisors review monthly intern activity logs to ensure that appropriate community counselor experiences are being acquired by each intern and Standards A, B, and C for Community Counseling Programs are being appropriately demonstrated. Expected internship outcomes are also reflected in the *Community Counseling Student Evaluation Form* that is used by site and faculty supervisors to evaluate interns' performance each semester. Additionally, many of these expected outcomes are also defined and measured within the required course work for students in the Community Counseling Program. Please see Section III and exhibits for more detailed information and documentation.

STANDARDS FOR THE MENTAL HEALTH COUNSELING SPECIALTY

Submitted to:

Council for the Accreditation of Counseling and Related
Educational Programs

In addition to the common core curricular experiences outlined in Section II.K, the following curricular experiences and demonstrated knowledge and skills are required of all students in the program.

Mental Health Counseling Program Philosophy

Professional counselors assist individuals to enhance human development throughout the life span. Professional counselors respect the dignity of all persons and are sensitive to the needs of diverse groups in our pluralistic society. Professional counselors assist people to deal with emotional/behavioral problems and the challenges of everyday life. Goals are developmental, educative, preventive, and remedial. The basic value commitment of the program is to the optimum development of the individual with an emphasis on helping students/clients learn more effectively and efficiently.

Graduates from the Indiana University Mental Health Counseling program are counselors who can respond to the needs of all clients. They respect the dignity of others, which involves providing leadership in addressing issues related to social justice, diversity, inclusion, and oppression. Graduates from the Mental Health Counseling Program will function as advocates for clients and agents of therapeutic change within agency and community environments. These counselors are capable of developing, implementing, and sustaining programs for clients that enable them to effectively participate in and contribute to our diverse society. Graduates of the Indiana University Mental Health Counseling Program use preventive, developmental, and remedial interventions that effectively deliver a comprehensive counseling program that facilitates personal/social and career development. Furthermore, these counselors are skilled consultants who can work cooperatively with other professionals in the pursuit of optimal development for all clients.

Mental Health Counseling Program Objectives

1. Graduates of the Mental Health Counseling Program understand content related to the eight core areas identified by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).
2. Graduates of the Mental Health Counseling Program understand the foundations, contextual dimensions, and knowledge and skill requirements of community counseling as identified by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).
3. Graduates of the Mental Health Counseling Program understand the nature of and needs of individuals at all developmental levels.
4. Graduates of the Mental Health Counseling Program understand the issues and trends in a multicultural and diverse society and apply this knowledge in assisting students.
5. Graduates of the Mental Health Counseling Program can design, implement, and evaluate community counseling programs and/or components of a community counseling program.
6. Graduates of the Mental Health Counseling Program have effective communication skills that can be utilized to work effectively with individuals, promote counseling programs, and advocate for the well-being of all clients.

7. Graduates of the Mental Health Counseling Program understand the process of individual counseling and are effective counselors with individuals.
8. Graduates of the Mental Health Counseling Program understand the process of group counseling and can effectively facilitate both small and large groups.
9. Graduates of the Mental Health Counseling Program understand the process of consultation and can effectively consult with other professionals.
10. Graduates of the Mental Health Counseling Program understand individual and group approaches to assessment and evaluation including appropriate uses and limitations within the assessment process.
11. Graduates of the Mental Health Counseling Program will have knowledge of and continually demonstrate ethical and legal behaviors consistent with the counseling profession.
12. Graduates of the Mental Health Counseling Program will stay abreast of current research and apply empirically supported interventions in counseling practice.
13. Graduates of the Mental Health Counseling Program will continue to search out avenues to increase their effectiveness and learn through various professional involvements.

In the following sections we have listed the primary course(s) and, in some cases, one or more other courses where knowledge and skills related to each area are taught. Primary courses are indicated by an asterisk (*).

A. FOUNDATIONS OF MENTAL HEALTH COUNSELING

- 1. historical, philosophical, societal, cultural, economic, and political dimensions of and current trends in mental health counseling;**

*G563 (Foundations of Mental Health Counseling)
G598 (Seminar in Professional Issues)

- 2. roles, functions, and professional identity of mental health counselors;**

*G563 (Foundations of Mental Health Counseling)
G598 (Seminar on Professional Issues)

- 3. structures and operations of professional organizations, preparation standards, credentialing bodies, and public policy issues relevant to the practice of mental health counseling;**

*G563 (Foundations of Mental Health Counseling)
G598 (Seminar on Professional Issues)

- 4. implications of professional issues that are unique to mental health counseling, including recognition, reimbursement, right to practice, core provider status, access to and practice privileges within managed care systems, and expert witness status;**

*G563 (Foundations of Mental Health Counseling)
G598 (Seminar in Professional Issues)

- 5. ethical and legal considerations related to the practice of mental health counseling (e.g., the ACA and AMHCA Code of Ethics); and**

*G502 (Professional Orientation and Ethics)
G563 (Foundations of Mental Health Counseling)

- 6. the role of racial, ethnic and cultural heritage, nationality, socioeconomic status, family structure, age, gender, sexual orientation, religious and spiritual beliefs, occupation, and physical and mental status, and equity issues in mental health counseling.**

*G575 (Multicultural Counseling)
G598 (Seminar in Professional Issues)

B. CONTEXTUAL DIMENSIONS OF MENTAL HEALTH COUNSELING

- 1. assumptions and roles of mental health counseling within the context of the community and its health and human services systems, including functions and relationships among interdisciplinary treatment teams, and the historical, organizational, legal, and fiscal dimensions of public and private mental health care systems;**

*G563 (Foundations of Mental Health Counseling)
G598 (Seminar in Professional Issues)

- 2. strategies for community needs assessment to design, implement, and evaluate mental health care programs and systems;**

*G563 (Foundations of Mental Health Counseling)
G645 (Psychoeducational Consultation)
Y520 (Strategies for Educational Inquiry)

- 3. principles, theories, and practices of community intervention, including programs and facilities for inpatient, outpatient, partial treatment, and aftercare, and the human services network in local communities; and**

*G563 (Foundations of Mental Health Counseling)
G645 (Psychoeducational Consultation)

- 4. management of mental health services and programs, including administration, finance, and budgeting, in the public and private sectors; principles and practices for establishing and maintaining both independent and group private practice; and concepts and procedures for determining outcomes, accountability, and cost containment.**

*G563 (Foundations of Mental Health Counseling)

C. KNOWLEDGE AND SKILL REQUIREMENTS FOR MENTAL HEALTH COUNSELORS

1. **general principles and practices of etiology, diagnosis, treatment, referral, and prevention of mental and emotional disorders and dysfunctional behavior, including addictive behaviors;**

*G615 (Psychopathology and Advanced Diagnosis)

2. **general principles and practices for the promotion of optimal human development and mental health;**

*G563 (Foundations of Mental Health Counseling)

3. **specific principles and models of biopsychosocial assessments, case conceptualization, and theories of human development and concepts of psychopathology leading to diagnoses and appropriate treatment plans;**

*G615 (Psychopathology and Advanced Diagnosis)

4. **knowledge of the principles of diagnosis and the use of current diagnostic tools, including the current *Diagnostic and Statistical Manual*;**

*G615 (Psychopathology and Advanced Diagnosis)

5. **application of modalities for initiating, maintaining, and terminating counseling and psychotherapy with mentally and emotionally impaired clients, including the use of crisis intervention and brief, intermediate, and long-term approaches;**

*G615 (Psychopathology and Advanced Diagnosis)

G647 (Advanced Internship in Counseling)

G550 (Internship in Counseling)

6. **basic classifications, indications, and contraindications of commonly prescribed psychopharmacological medications so that appropriate referrals can be made for medication evaluations and identifying effects and side effects of such medications;**

*G550 (Internship in Counseling)

G615 (Psychopathology and Advanced Diagnosis)

7. **principles and guidelines of conducting an intake interview, a mental status evaluation, a biopsychosocial history, a mental health history, and a psychological assessment for treatment planning and caseload management;**

*G615 (Psychopathology and Advanced Diagnosis)

G647 (Advanced Internship in Counseling)

G505 (Individual Appraisal: Principles and Procedures)

8. knowledge and provision of clinical supervision, including counselor development;

*G563 (Foundations of Mental Health Counseling)
G647 (Advanced Internship in Counseling)

9. the application of concepts of mental health education, consultation, collaboration, outreach and prevention strategies, and community mental health advocacy; and

*G645 (Psychoeducational Consultation)
G598 (Seminar in Professional Issues)

10. effective strategies for influencing public policy and government relations on local, state, and national levels to enhance funding and programs that affect mental health services in general, and the practice of mental health counseling in particular.

* G598 (Seminar in Professional Issues)

D. CLINICAL INSTRUCTION

For the Mental Health Counseling Program, the 600 clock hour internship (Standard III.H) occurs in a mental health setting, under the supervision of a site supervisor as defined by Section III, Standard C.1-2. The requirement includes a minimum of 240 direct service clock hours. Beyond these 600 clock hours, the Mental Health Counseling program requires an additional 300 clock hours of internship in a mental health setting under the appropriate clinical supervision of a site supervisor as defined above. This requirement includes a minimum of 120 direct service clock hours. Therefore, the total requirement for a mental health counseling internship is a minimum of 900 clock hours of supervised experience in an appropriate setting, which includes a minimum of 360 direct service clock hours.

The program must clearly define and measure the outcomes expected of interns, using appropriate professional resources that address Standards A, B, and C (Mental Health Counseling Programs).

All students in the program are required to complete a minimum of 1,050 clock hours within the Mental Health Counseling program. The hours are categorized as follows:

G524 (Practicum in Counseling)	150 Hours
G550 (Internship in Counseling)	600 Hours
G647 (Advanced Internship in Counseling)	300 Hours