

This program sheet is effective for all students starting at IUB beginning summer 2019.



INDIANA UNIVERSITY

SCHOOL OF EDUCATION
Office of Teacher Education
Bloomington

B.S. EDUCATION: COUNSELING AND STUDENT SERVICES

Course requirements for this program are valid at IUB as reflected in the School of Education Bulletin. A four-year college plan requires completion of 15 credits each semester. A 2.5 GPA overall is required for retention and graduation. A total of 120 credits is required for graduation.

Students must complete all General Education and Major requirements. Any acceptable General Education course which is also required in the major may apply to (double count in) both required areas. Courses common to the areas of World Culture, Arts and Humanities, and Social and Historical Studies may also double count. However, credit for such courses counts only once toward the total credits for a degree.

May 2019

I. IUB & SCHOOL OF EDUCATION GENERAL EDUCATION REQUIREMENTS

<https://gened.indiana.edu/approved-courses/index.html>

Careful selection & completion of courses with a grade of "C" or higher may allow double counting within General Education &/or Major. If you earn a grade lower than a C, please consult with an academic advisor.

English Composition (EC) (Select one) 0-3 credits Grade of C or higher required

CMLT-C 110	Writing the World	3
ENG-W 131	Reading, Writing & Inquiry I OR	3
ENG-W 131EX	Elementary Composition-Exempt	0
ENG-W 170	Intro to Argumentative Writing-Projects in Reading & Writing	3

Intensive Writing Course (IW) (Select one) 3 credits

EDUC-H 205	Intro to Educational Thought (P: English Comp.) (S&H)	3
EDUC-H 340	Education & American Culture (P: Soph. status)	3
	College of Arts & Sciences designated Intensive Writing course	3
	• _____	

Mathematical Modeling (MM) 3-4 credits

Complete at least 1 course for at least 3 credits.

• _____

Arts & Humanities (A&H) 6 credits

Complete at least 2 courses for a total of at least 6 credits.

• _____ • _____

Social & Historical Studies (S&H) 6 credits

Complete at least 2 courses for a total of at least 6 credits.

• _____ • _____

Natural & Mathematical Sciences (N&M) 5+ credits Complete ONE of the following options.

Option I: Complete at least 2 courses for a total of at least 5 credits. At least 1 of these courses must be a Natural Science (*) course.

• _____ • _____

Option II: Complete a 5 credit science course.

• _____

(The class taken to fulfill the Mathematical Modeling requirement cannot be counted towards the 5+ credits needed to fulfill the N&M requirement.)

World Languages (WL)/World Cultures (WC) 6 credits

Complete ONE of the following options.

Option I: Language Study (WL): Complete the study of an approved single language through the second semester of the second-year level of college-level coursework.

• _____ • _____

Option II: World Culture (WC): Complete at least 2 courses for a total of at least 6 credits.

• _____ • _____

Option III: International Experience (IE): Complete an approved study abroad program or internship of at least 6 credits & at least 6 weeks abroad in duration.

• _____ • _____

Information Fluency (IF) 3 credits

EDUC-W 200	Using Computers in Education	3
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Diversity in the U. S. (D) 3 credits

EDUC-G 375	Multicultural Counseling-Related Skills	3
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Enriching Educational Experiences (EEE) 3 credits

EDUC-G 203	Communication for Youth Serving Professionals (S&H)	3
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II. MAJOR 60-63/2.5 GPA

A grade of C or higher is required in each course.

Core Courses 36 credits

EDUC-G 332	Group Facilitation Skills	3
EDUC-G 375	Multicultural Counseling-Related Skills (D)	3
EDUC-G 445	Consultation Skills	3
EDUC-G 424	Professional Skills and Career Planning AND	3
EDUC-M 470	Practicum	3
EDUC-P 250	Educational Psychology (S&H)	3
EDUC-Y 402	Statistics	3
EDUC-Y 410	Action Research	3
EDUC-Y 435	Program Evaluation	3
PSY-P 102	Introductory Psychology II (S&H)	3

Complete two (2) of the following

EDUC-P 220	Applied Child Development	3
EDUC-P 314	Lifespan Development	3
EDUC-P 361	Adolescence and Emerging Adulthood	3
EDUC-P 424	Biological Bases of Behavior	3
SPH-F 348	Human Development III – Early, Mid & Late Adulthood	3

Track Courses (Select one of the following tracks to complete) 15-18 credits

<u>Counseling Psychology Track</u>	<u>18 credits</u>
EDUC-G 206 Introduction to Counseling Psychology	3

EDUC-G 355	Positive Psychology OR	3
PSY-P 324	Abnormal Psychology	
PSY-P 101	Introductory Psychology I (N&M) (NS)	3
Complete three (3) of the following		
EDUC-G 204	Asian American Mental Health (S&H)	3
EDUC-G 207	Introduction to Student Athlete Counseling Psychology & Mental Health	3
EDUC-G 208	Prevention of Adolescent Risk Behaviors: A Counseling Perspective	3
EDUC-G 272	Introduction to Sex Therapy: Sex Treatment and Enhancement	3
EDUC-G 302	Resources for Counseling with Youth	3
EDUC-G 310	Addictions Counseling	3
EDUC-G 352	Counseling for Career Issues	3

Higher Education & Student Affairs Track (HESA) 15 credits

EDUC-U 208	Training for Paraprofessionals in Student Affairs	3
EDUC-U 300	Introduction to Higher Education Administration	3
EDUC-U 310	Role of Students & Student Affairs in Higher Education	3
EDUC-U 320	Today's College Student	3
EDUC-U 330	Culture & Diversity in Higher Education	3

Professional Major Electives 9 credits

Complete 9 credits from the following. (Other courses may be taken with advisor approval.)

For the HESA Track

EDUC-G 204	Asian American Mental Health (S&H)	3
EDUC-G 206	Introduction to Counseling Psychology	3
EDUC-G 207	Introduction to Student-Athlete Counseling Psychology	3
EDUC-G 208	Prevention of Adolescent Risk Behavior	3
EDUC-G 302	Counseling with Youth	3
EDUC-G 310	Addictions Counseling	3
EDUC-G 355	Positive Psychology	3

For the Counseling Psychology Track

EDUC-U 208	Training for Paraprofessionals in Student Affairs	3
EDUC-U 300	Introduction to Higher Education Administration	3
EDUC-U 310	Students and Student Affairs	3
EDUC-U 320	Today's College Student	3
EDUC-U 330	Culture and Diversity in Higher Education	3

Additional Courses to Select From

EDUC-K 205	Introduction to Exceptional Children (S&H)	3
EDUC-P 248	Elementary School Child: Physical, Emotional and Social Development (S&H)	3
EDUC-U 212	Current Issues in Undergraduate Life	1-3
MSCH-R 431	Public Relations for Nonprofits	3
PSY-P 101	Introduction to Psychology I (N&M) (NS)	3
PSY-P 303	Health Psychology (P: P101 & P102)	3
PSY-P 336	Cognitive Psychology (P: P101, P102 & K300 or K310)	3
PSY-P 347	Science of Human Sexuality (P: P101 & P102)	3
PSY-P 375	Intimate Relationships (P: P102)	3
PSY-P 425	Behavior Disorders of childhood and Adolescence (P: P101, P102, P324)	3
PSY-P 430	Behavior Modification (P: P324 & P325)	3
PSY-P 460	The Psychology of Women (P: P101, P102 & 3 additional credit hours in psychology)	3
PSY-P 475	Evidence-based clinical Science (P: P324, R: P211)	3
SPEA-V 221	Nonprofit & Voluntary Sector	3
SPEA-V 362	Nonprofit Management & Leadership	3
SPEA-V 373	Human Resource Management in the Public Sector	3
SPEA-V 435	Negotiation & Alternative Dispute Resolution	3
SPEA-V 443	Managing Work Force Diversity	3
SPEA-V 458	Fund Development for Nonprofit Organizations	3
SPEA-V 462	Community Development	3
SPEA-V 463	Interpersonal Relations in the Workplace	3
SPH-B 150	Introduction to Public Health	3
SPH-B 310	Health Care in Diverse Communities	3
SPH-F 180	Survey & Practice with Youth & Families	3
SPH-F 255	Human Sexuality	3

SPH-F 258	Marriage & Family Interaction	3
SPH-F 330	Leadership Theory & Practice for Youth Development	3
SPH-F 341	Effects of Divorce on Children	3
SPH-F 345	Parent-Child Relations	3
SPH-F 410	The Science of Positive Youth Development (P: F150)	3
SPH-F 417	African American & Latino Families (P: F150 & F258)	3
SPH-F 457	Stress & Resilience in Family (P: F150)	3
SPH-H 174	Prevention of Violence in American Society	3
SWK-S 102	Diversity in a Pluralistic Society	3
SWK-S 141	Introduction to Social Work	3
SWK-S 251	History & Analysis of Social Welfare Policy	3

III. ACADEMIC MINOR

15+ credits/2.5 GPA

A grade of C minus (C-) or higher is required in each course.
Check with the department regarding when courses will be offered.

- _____
- _____
- _____
- _____
- _____

IV. ELECTIVES (To total 120 credits)

Undergraduate Studies Committee

November 16, 2018

MINUTES

Members Present: Jeff Anderson, Andy Bosk, Marjorie Manifold, Jill Shedd, Karen Wohlwend

COUNSELING AND STUDENT SERVICES

Jill provided a context for the revised major requirements and the proposed new major name. Jill explained that the Office of Teacher Education delineated the requirements for a major in the BS in Education. Ellen introduced the new major name and noted that both CEP (25 approved and 2 abstained -- 1 did not vote and 1 on medical leave) and ELPS (15 approved unanimously) have approved the new name.

ELPS also suggested two edits to the coursework; consideration for inclusion of A308 and a K-course. Karen noted that she wondered about the inclusion of a K-course. Ellen shared that there has been some reflection about an additional track that might focus on the child and could include a special education course/focus. The question was raised about the availability of a special education minor. Jeff noted that there currently is discussion about such a minor.

Jeff asked if there were other considerations to address to facilitate approval of this new major. Previous questions were about faculty staffing and advising. With respect to faculty, the department is not in a position to ask for new faculty. Yet, the department has been able to meet the growth needs of the counseling minor to date. There has been speculation that the student numbers in the minor may go down a bit as some students may choose this new major. The department is prepared to take the associated risk of a new major. As student enrollment grows, then the department will seek new resources. There was similar discussion re: academic advising resources.

Marjorie moved, Andy seconded approval the major as presented; Karen amended the motion pending an audit of the major meeting the requirements and approval of the individual courses. The motion and amendments passed unanimously (4-0).

APPROVAL OF INDIVIDUAL COURSES

G207 This simply is a course name change. Marjorie motioned, Andy seconded approval of the name change. It was approved unanimously.

G272 This is a new course that is an option in the new major. Marjorie raised concerns re: the use of the term "therapy," wondering if it infers licensure. Ellen stated that it would be made very clear to the candidates as to the limits of providing "therapy." Karen recommended that the abbreviated course title be *Intro Sex Therapy*. Marjorie motioned, Jeff seconded. The new course was approved unanimously.

G332 This is a new course that is a required core course in the new major. Marjorie motioned and Jeff seconded. Passed unanimously.

G424 Jill raised a question about the inclusion of a practicum in this course. Wondered if the practicum should be separated from the instruction/assignments. Jill wondered if the faculty should consider an M470 practicum that includes a separate fee that supports supervision of the practicum. The members agreed to have the faculty consider this discussion, and the Committee is meeting again the first week of December. Ellen will share the discussion with Joel.

G445 This is a new course. Jill raised the question whether the multicultural counseling (G375) should be a pre-requisite or a co-requisite. Marjorie motioned to approve, Jeff seconded. Karen suggested that one option is to discuss with Kerrie the notion of a pre-requisite or co-requisite, and the Committee can review at its meeting in December.

P220 This is a new course. Marjorie motioned and Jeff seconded. A question re: equivalence to P248 was raised. Tabled for clarification to be discussed at the December meeting.

P424 This is a new course. Marjorie motioned, Jeff seconded. Karen suggested deleting reference to the Applied Education Studies major. Passed unanimously.

Y402 This a new course. Marjorie motioned, Jeff seconded. For clarification, Ellen shared that there was good faculty discussion about this course. Passed unanimously.

Y410 This is a new course.

Y435 This is a new course. Marjorie motioned that the Committee vote of Y410 and Y435. Andy seconded. Passed unanimously.

M235 This course has been updated. Jeff motioned, Andy seconded. Passed unanimously.

M335 Marjorie has asked that this be tabled.

X105 Jeff motioned, Andy seconded. Passed unanimously.

Program Description
B.S.Ed. in Counseling and Student Services
To Be Offered by Indiana University at Bloomington

1. Characteristics of the Program

- a. Campus(es) Offering Program: **IU Bloomington**
- b. Scope of Delivery (Specific Sites or Statewide): **Bloomington campus only**
- c. Mode of Delivery (Classroom, Blended, or Online): **Blended**
- d. Other Delivery Aspects (Co-ops, Internships, Clinicals, Practica, etc.): **Service learning imbedded into certain courses and a capstone experiential practicum opportunity included in one of the Core Courses**
- e. Academic Unit(s) Offering Program: **School of Education: Counseling & Educational Psychology and Educational Leadership and Policy Studies departments.**

Rationale for the Program

Institutional Rationale (How the new major and tracks are consistent with IU’s mission, vision, and bicentennial strategic plan)

The major in Counseling and Student Services will provide students with interdisciplinary study within the fields of education, counseling psychology and student affairs. Students’ understanding of theory and research in these fields will be applied to practice in each of two tracks (Counseling Psychology, Higher Education and Student Affairs¹). Students will develop a strong theoretical and research-based understanding of learning and human development and be able to apply this knowledge to their future work in a variety of professions involving interpersonal skills (See Appendix A- Student Competencies; Appendix B Program Sheet). They will learn how to facilitate effective interpersonal communication, utilize advanced listening skills to empathetically understand the perspective of others, and access resources to help people actualize their potential and improve performance to effect positive personal, organizational, and societal change. Through a Capstone Experiential Practicum embedded into one of the Core Courses (i.e., Professional Skills and Career Planning), students will also have the opportunity to apply these skills in practicum experiences in their area of desired professional engagement (e.g., Informatics, Human Resources, Schools, Non-Profit Agencies).

Indiana University-Bloomington is recognized as a “Doctoral University” with the “Highest Research Activity” by the Carnegie Classification of Institutes of Higher Education

¹ We are exploring the possibility of adding a third track in Training and Development that will be managed by the Department of Instructional Systems Technology in the future. Some of our supporters mention this third track in their letters. In addition, these letters also refer to the major Applied Educational Studies. Internal feedback in the school of Education has yielded a name change to Counseling and Student Services.

(www.carnegieclassifications.iu.edu). The curriculum at this university has historically been based on a foundation of arts and sciences, with well-established strengths in the area of education. According to the University Mission Statement, “Bloomington is the flagship residential, doctoral-extensive campus of Indiana University. Its mission is to create, disseminate, preserve, and apply knowledge. It does so through its commitments to cutting-edge research, scholarship, arts, and creative activity; to challenging and inspired undergraduate, graduate, professional, and lifelong education; to culturally diverse and international educational programs and communities; to first-rate library and museum collections; to economic development in the state and region; and to meaningful experiences outside the classroom. The Bloomington campus is committed to full diversity, academic freedom, and meeting the changing educational and research needs of the state, the nation, and the world.”

The courses in Counseling and Student Services represent an array of options for interdisciplinary study and engagement with content that complements the aforementioned mission and vision of Indiana University, as well as aligning with the bicentennial strategic plan for the University and the long range mission of the IU School of Education (See Appendix B-Program Sheet). All of our courses are designed to provide students with critical thinking skills and the opportunity to engage in the content of a well-rounded liberal arts education, in planning for a third century of excellence, with an intentional plan to position our students to be successful in interdisciplinary careers that will provide them with the skills to represent Indiana University in their future professional endeavors.

As a specific example of our program aligning directly with mission statements and visions, our major will allow students to explore our commitment to promoting diversity, consistent with the Mission of the University, Strategic Goals of the School of Education, and the Long Range Planning Committee’s vision of a holistic mission for the School of Education. For example, we intend to provide students with an enhanced understanding of issues related to diversity in EDUC-G375 (Multicultural Counseling-Related Skills and Communication). Based on Education’s focus on multicultural competence and social justice issues, graduates from this degree will be uniquely positioned to provide advanced understanding of the nature, value, and importance of diversity. Our faculty members’ extended engagement in research and clinical work that promotes and examines aspects of diversity serves as further evidence that students taking this major will receive first-rate instruction in this area. Service learning will also be a component within this major. Consistent with the mission of the Center for Innovative Teaching and Learning’s Service Learning Program, these courses will combine academic theory with practical real-life experience. By doing so, students are provided with a broader and deeper understanding of the course content, which can foster their sense of civic engagement and sharpen their insights into themselves and their place in the community. For example, in EDUC-G302 (Resources for Counseling With Youth), students will have the opportunity to go into the community to access and interface with resources that will facilitate their ability to be successful human service providers within their respective future professions. In symbiotic fashion, we expect that students will provide service in their community that is directly connected to their academic coursework, and in return, the community will provide an educational experience for the student.

How the new major and tracks address an existing gap in IU’s undergraduate curriculum

After an exhaustive review, we can assert with reasonable certainty that there are currently no other majors at IUB that cover similar content to what we are proposing for this major. This is an interdisciplinary major housed in the Department of Counseling and Educational Psychology and will have tracks in Counseling Psychology and Higher Education and Student Affairs. The major prepares students for careers in a variety of work settings as well as graduate studies in a variety of disciplines. We have identified programs in related fields at IUB such as Psychology and Social Work (listed under the proposal section titled, *Similar Programs at IU Bloomington*). These programs have different objectives and proposed outcomes for students. Further, the Higher Education and Student Affairs track would be the first of its kind to be offered in the field. Some institutions offer individual courses related to higher education and student affairs; however, no undergraduate major or degree is currently being offered in this discipline.

How the new major and tracks are consistent with IU's institutional strengths

This major and its subsequent tracks are consistent with the current institutional strengths of Indiana University and the School of Education. The School of Education is ranked #32 in the nation by *US News and World Reports* in the category of *Education* (<http://grad-schools.usnews.rankingsandreviews.com/best-graduate-schools/top-education-schools/edu-rankings?int=a3a109>). Each of the tracks of the new major are associated with outstanding graduate programs. The counseling psychology graduate program in the Department of Counseling and Educational Psychology is ranked #12 in the nation by *US News and World Reports* in the category of *Student Counseling and Personnel Services* (<http://news.iu.edu/releases/iu/2015/03/us-news-graduate-rankings-2015.shtml>). The HESA program is nationally ranked and well regarded in the student affairs profession. The graduate program is one of the oldest in the profession. Subsequently, at Indiana University we have access to faculty and resources that are nationally and internationally ranked and well-equipped to provide students with learning opportunities within this area of content that will allow them to become national and international leaders in this field.

In terms of specific logistic strengths of this proposal, the majority of these courses have already been developed and established, so undergraduate students can have immediate access to this area of content. Among the faculty who are teaching in this area, we have a list of accomplished scholars, clinicians, and educators who will provide top notch instruction to undergraduate students interested in this area (See Appendix C- Faculty Listing). Additionally, there is a high level of interdisciplinary appeal in that students will have opportunities to take courses from a variety of disciplines within the School of Education as well as from other programs on campus. Currently, the Indiana University School of Education engages undergraduates with a curriculum focused on primary and secondary education. The Counseling and Student Services major brings together School of Education strengths at the graduate level therefrom two departments to the Bachelor's level. For example, the Higher Education and Student Affairs track of the new major would fill a gap at the University by moving beyond K-12 education to develop student's knowledge of tertiary education. Students will learn about the history of colleges and universities, as well as past and present policies and how they impact institutions of higher education. In addition, students will become experts on supportive conditions for student learning, student development in college, and the effects of institutional environment and culture on students' learning.

In the following sections, we describe each of the tracks within our new major.

Counseling Psychology Track

Counseling psychology endorses a strengths-based paradigm wherein counselors utilize their professional skills to empower people to effectuate meaningful positive change in their lives. At Indiana University, our program's faculty members undertake a wide range of research and scholarship, including addiction, sport psychology, Asian American mental health, group counseling, career interventions, vocational psychology, prevention, LGBT concerns, and multicultural counseling. Students in this track will not be eligible for licensure as a mental health counselor. However, they will gain knowledge, awareness, and skills that will help them become effective professionals in mental health-related fields as well as other human service-provision fields (e.g., coaching, academic advising, athletic administration, student affairs, non-profit administration, customer service, youth services).

Higher Education and Student Affairs Track

The HESA track in Counseling and Student Services falls in line with the future of the profession, and more specifically with the goals of Indiana University. The current version of the strategic plan for IU articulates the need to embrace high-impact practices which include undergraduate research and internship experiences. These experiences can create positive educational experiences for undergraduates. The HESA track will address these high-impact practices by providing undergraduate research projects in student affairs. The HESA program has a strong partnership with the Center for Postsecondary Research, a research center of the Indiana University School of Education, which promotes student success and institutional effectiveness through research and service to postsecondary institutions and related agencies. Thus, there is capacity to create undergraduate research projects within the School of Education.

The HESA graduate programs are considered to be among the oldest in the profession. Our faculty are nationally recognized and involved with student affairs organizations. Professors DeSawal, Patton Davis, LePeau, and Nelson Laird all have held active leadership roles in professional associations, and been recognized by those organizations for their contributions to the field. Our alumni base (over 2000) will be instrumental in helping to identify undergraduate students who are interested in majoring in the HESA track.

Statement of overall need in Indiana:

Taken directly from the Indiana University Mission Statement, the IU campus is committed "to challenging and inspired undergraduate, graduate, professional, and lifelong education." To that point, graduates from this proposed major will be prepared to pursue to range of career options, including both immediate entry into the workforce as well as higher education in graduate programs, in our state, across our country, and internationally.

The workforce needs vary by degree track and are enumerated below.

Counseling Psychology Track

Counseling psychology track students will be qualified to seek employment in the fields of counseling, social services, healthcare, career development, human resource consultation, and education. An analysis of statewide and national databases supports the need for student prepared to address the mental health needs of Hoosiers. For example, the National Alliance on Mental Illness (NAMI), published statewide statistics in 2010 indicating that suicide was one of the leading causes of death for Indiana youth, with over 824 Hoosiers dying by suicide in 2006, often due to untreated or undertreated mental illness. They report that the state's public mental health system only provides treatment to 15% of all adults with serious mental illness in Indiana. Mental Health America (previously the National Mental Health Association) produced a report for 2015 ranking Indiana 36th in access to mental health services. Indiana ranks 42nd in prevalence of mental health issues, with nearly 20% of the state population suffering from mental illness and nearly 8.5% with drug or alcohol abuse or dependence. Perhaps the clearest indicators of need are Indiana's ranking of 43rd regarding percent of the adult population with serious thoughts of suicide (4.25%) and 42nd in percent of youth with attempted suicides (nearly 11%). Finally, Indiana ranks 46th in percentage of adults with mental illness reporting an unmet need for services, with 25.4% of the population desperately needing access to quality mental healthcare. Data from the Substance Abuse and Mental Health Services Administration's Behavioral Health Barometer for 2014 suggests that access to mental health treatment in Indiana is severely lacking. 68.1% of adolescents with major depressive episodes (2009-2013) and 58.2% of adults with any mental illness did not receive mental health treatment.

These data, which suggest a dire need for better access to mental health care and services, combined with Indiana's initiatives to improve access and quality of mental health services support the creation and existence of this major. Our proposed program is in alignment with the Indiana Family and Social Services Administration's Department of Mental Health and Addiction Services, as clearly stated in their mission: "'To ensure that Indiana citizens have access to quality mental health and addiction services..." The goals of the counseling psychology track reflect the priorities of the state government, as reflected in DMHA's 2014-2015 State Plan, in teaching ethical and appropriate care, using evidence-based treatments, focusing on community engagement, taking care to address special populations and mental health disparities, and maintaining an emphasis on early prevention. Data from Indiana's Department of Workforce Development indicates a 10 year-growth rate of 13.1% for careers in the broad category of Community and Social Service Occupations. Nationally, a U.S. Department of Labor employment projection for social and human services assistants is expected to have a faster than average growth of about 11% from 2014-2024.

The Counseling Psychology track is well-suited for those students who envision careers in mental health, social service, and other settings where the application of counseling –related skills will facilitate the well-being of others. Graduates from this track will be suited for entry-level jobs in the Community and Social Service Occupations. While they will not be independent practitioners, they would be able to be in entry-level position under the supervision of licensed

practitioners (e.g., licensed psychologists, clinical social workers, and mental health counselors), on interdisciplinary teams in mental health settings.

Higher Education and Student Affairs Track

The need for student affairs professionals in higher education institutions in Indiana and across the nation is rapidly growing. New administrative positions are being created to meet a demand for the new roles that colleges are expected to perform. From 2000 to 2012, administrative positions, particularly those in student services, drove a 28% increase in the Higher Education work force.² According to the Bureau of Labor Statistics the trend is projected to continue to grow; employment of postsecondary education administrators will grow an estimated 9% from 2014 to 2024.³ In the state of Indiana, the projected growth rate for post-secondary administrators with Bachelor's degrees is 9.3%. Higher education will require well-trained professionals to meet workforce demands and provide quality educational services for the growing student enrollment at 2-year and 4-year colleges. Student affairs professionals with a bachelor's degree earn a median salary of \$40,006 according to www.payscale.com/research/US/job=Student_Services_Coordinator/Salary

The professional preparation for higher education and student affairs professionals has been at the graduate level at Indiana University since 1951. Interest in the profession has typically emerged as undergraduates are considering career options and recognize that working in a higher education institution is a possibility. More recently, faculty in professional association meetings have indicated that undergraduates are expressing interest in the field during their sophomore and junior year. These students are looking for meaningful educational options to prepare for jobs in higher education and student affairs.

The target audience will consist of students who have expressed an interest in learning more about the profession. Frequently, these undergraduate students are engaged in out-of-class activities and are talking with student affairs staff on campus regarding their future career plans. Marketing to students who are currently holding student leadership positions within student organizations on campus, serving as residence assistants, and peer mentors are just a few groups that would be ideal to market to for the major.

On the national level, students who are engaged in fellowship programs offered by NASPA (Student Affairs Administrators in Higher Education) and Next Generation would be ideal candidates. Approximately 100-150 undergraduate students participate in these national programs annually. Marketing to professional associations that include undergraduate students within their conference would also be a market for the degree. Examples would be the Association of College Unions International and National Association for College Auxiliary Services.

² Carlson, Scott. "Administrator Hiring Drove 28% Boom in Higher-Ed Work Force, Report Says." Chronicle of Higher Education, February 5, 2014. http://chronicle.com/article/Administrator-Hiring-Drove-28-144519/?cid=at&utm_source=at&utm_medium=en.

³ United States Department of Labor, Bureau of Labor Statistics. Accessed April 3, 2014. From <http://www.bls.gov/ooh/management/postsecondary-education-administrators.htm>

Costs and Support for the Program

Faculty & Staff

The expertise of the faculty in the School of Education, particularly in the Departments of Counseling and Educational Psychology and Educational Leadership and Policy Studies, reflects the content of the major. Given the budgetary state of the SOE, we do not anticipate being able to hire additional faculty at this time to provide support for the proposed major in Counseling and Student Services. We do believe that the current Faculty, Associate Instructor, and Adjunct Instructor infrastructure is sufficiently equipped to handle the proposed courses offered within the Major. However, we do believe that there will be the need for new faculty as the Major grows beyond the capacity of the current faculty, and we would propose to review the enrollment data in each of the first three years to assess the need to become proactive in hiring faculty to address the proposed growth of the Major.

The new major will be administered by the Counseling and Educational Psychology department. Dr. Jesse Steinfeldt will be the Program Director (he has agreed to serve in this capacity). The HESA track within the major will be coordinated by Dr. Danielle DeSawal. We will require support for the Program Director (i.e., course buyout and summer stipend), as well as a Graduate Assistant and/or staff member to support the major. Currently, and upon consultation and approval by Dr. Jill Shedd, our plan is to use the existing expertise and infrastructure of the School of Education Advising staff to handle the advising needs of the students in the Major. Despite the current budgetary status, we would encourage the hiring of additional Advising staff to handle the potential influx of students, with reviews in each of the first three years to determine the specific need to accommodate the students entering the Major.

Facilities

The new major will be housed in the School of Education. There are no anticipated needs for renovation or expansion of existing facilities. The new major also does not require any capital projects.

-Other Capital Costs (E.g., equipment)

There are no additional capital costs.

-Nature of Support (New, Existing, Reallocated)

No programs in the School of Education will be eliminated or downsized to provide resources for the new undergraduate major. This new major does represent an expansion of undergraduate course offerings and the offering of a non-teacher education major. We anticipate that as the major grows and attracts students to the School of Education that new resources in the forms of faculty, staff and graduate assistants will be needed.

Special Fees above Baseline Tuition

There are no special fees associated with the new major.

Similar and Related Programs

Similar Programs at IU Bloomington

School/ Major	Description	Uniqueness of the B.S.Ed. in Counseling and Student Services
College of Arts and Sciences - Psychology Major	Dept Website Description- “Psychology addresses behavior, thought, and intelligence. It includes the study of the brain, learning and development in children (and animals), and social interactions and group behavior. Because psychology spans the natural and social sciences, it provides an excellent domain in which to learn skills in analytic reasoning, problem solving, statistics, and dealing with people.	Our proposed new major does not focus primarily on psychology. The Counseling Psychology track addresses topics associated with counseling and equips students with the applied knowledge and interpersonal skills to be effective in helping professions, such as career coaching and workplace wellness.
School of Social Work - Bachelor of Social Work	“A Bachelor of Social Work degree prepares students for generalist social work practice with individuals, families and communities in fields such as mental health, health care, education, child welfare, non-profits, policy, and more.”	Our proposed new major does not focus on social work. The Counseling Psychology track addresses topics associated with counseling and equips students with the applied knowledge and interpersonal skills to be effective in helping professions, such as career coaching and workplace wellness.

Similar Programs Outside Indiana

University	Description
Georgia State University- B.I.S. in Human Learning and Development	The program in Human Learning and Development provides students an opportunity to acquire a career-oriented range of skills and knowledge of this important field by choosing from coursework in behavior and learning disabilities, child growth and development, counseling, deaf studies, educational psychology, family and community literacy, learning technology, physical activity, health and wellness and/or sport coaching and human performance.
Vanderbilt University- B.S. in Human and Organizational Development	Vanderbilt's most popular undergraduate major fuses a liberal arts foundation with applied coursework in human development, organizational theory and dynamics, service learning, and decision analysis.
University of Miami- B.S. in Human and Social Development	HSD courses cover the scholarly and applied knowledge bases regarding the interconnectedness of personal, interpersonal, institutional, and community change, the barriers to healthy development and well-being at these levels, and the strategies and policies that promote well-being in individuals, families, and

	communities. Emphasis is placed on research and theory regarding preventive and strengths-promoting strategies as applied to complex, multicultural systems.
New Mexico State University- B.S. in Counseling and Community Psychology	The Bachelor of Science in Counseling and Community Psychology at NMSU offers an undergraduate program that prepares students to work at the bachelor's level with a focus on interpersonal skills, case management, awareness of mental health issues, understanding human behavior, and multicultural awareness.
Northwestern University- Human Development and Psychological Services	The Human Development and Psychological Services (HDPS) program explores how human development is influenced by family, schools, community and the workplace. HDPS courses focus on theories of individual development and family, group and organizational dynamics. The interdisciplinary program draws from current practice and research in counseling, personality psychology and human development. It also draws on the disciplines of psychology, sociology, gender studies, communication studies, cognitive science and anthropology to give students the opportunity to combine theory with practice and develop pragmatic skills grounded in a deep understanding of human psychology, growth and adaptation throughout the life span.

Qualities and Other aspects of the Program

Credit Hours Required/Time to Completion

Consistent with other majors in the School of Education at IUB, the Counseling and Student Services major requires 120 credits for degree completion. In order to complete the degree in 4 years, students should take at least 15 credits per semester across 8 semesters.

Exceeding Standard Expectation of Credit Hours

This new undergraduate major does not exceed 120 semester credit hours.

Program Competencies or Learning Outcomes

A list of major and track specific competencies and learning outcomes are detailed in Appendix A.

Assessment

Students will be continuously assessed in terms of academic success. The program will use a variety of assessments including papers, projects, exams, and presentations. The program will monitor its effectiveness by tracking student admissions, graduations, and postgraduate employment, education, or training. Detailed feedback will be solicited annually from students, faculty, and eventually alumni via surveys and focus groups.

Licensure and Certification

Licensure is not applicable.

Placement of Graduates

Students majoring in Counseling and Student Services will receive both broad and track specific training making them qualified applicants for a broad range of employment opportunities. Students from the counseling psychology track will have the skills for job in many community, social service, and mental health care settings in positions such as career coaching, workplace wellness, and mental health technicians. Student who select the Higher Educational and Student Affairs will have the knowledge and skills to transition into a variety of positions in institutions of higher education. These positions might involve academic advising and leadership positions in student organization.

While not primarily designed as a feeder for graduate programs, graduates with degrees in Counseling and Student Services will be attractive candidates for graduate programs in a number of fields. The counseling psychology track includes coursework that will make graduates competitive for admission into graduate programs in the fields of Counselor Education, Marriage and Family Therapy, Social Work, Counseling Psychology, and Clinical Psychology. Students from the Higher Education and Student Affairs track might pursue graduate study in Higher Education and Student Affairs, Higher Education Policy and other related fields.

Accreditation

This major would not be accredited.

Projected Headcount and FTE Enrollment and Degrees Conferred

Projected Enrollment Numbers and Credit Hours in the New Major

Summary

We estimate that 3 years after the launch of the new major, we will have a combined **yearly enrollment of 1281 students** (across two semesters) in our undergraduate major courses generating **3843 credit hours per year** for the School of Education. These projected numbers include (a) major students, (b) Counseling Minor students, and (c) non-major/non-minor students taking courses in our undergraduate major.

Below is a detailed description of how we arrived at these estimates.

Enrollment numbers in our existing Counseling Minor

The following table provides a breakdown of the number of students enrolled in our Counseling Minor courses in Spring 2018. These statistics are based on enrollment numbers compiled by CEP staff members. Note that all courses in the Counseling Minor will become part of the new major.

Spring 2018 Enrollment in Counseling Minor Courses

Course	Number of Sections	Total Enrollment	Total number of credit hours (Number of students x 3 hours)
G203	5	119	357
G206	4	103	309
G207	2	44	132
G208	1	27	81
G302	1	27	81
G352	1	16	48
G355	4	98	294
G375	2	40	120
Total	20	474	1422

The average class size for Spring 2016 = $474/20$ sections = 23.7 students per section.

Data indicates that slightly more students enroll in undergraduate counseling courses in the Fall than in the Spring semester. For the past academic year, we had an enrollment of 507 students in the Fall 2017 and 474 in the Spring 2018, giving us **981 students per year** and $981 \times 3 =$ **2943 credit hours per year** in our Counseling Minor courses.

Additionally, records from ETS show that enrollments have increased since the development of our Counseling Minor in 2014, including students who have committed to taking the five courses required for the Minor. In the three-year period from 2015 through 2018, we have had **159 students** who have had the Counseling Minor conferred on their degrees (**46** students graduating in 2015-16, **51** in 2016-17, and **62** in 2017-18), a steadily rising number each year. Furthermore, a substantial number of students take our counseling courses without declaring Counseling as their minor. For example, the Athletic Training program requires their students to take EDUC G207 to satisfy their accreditation requirements for content in Sport and Performance Psychology, and a large number of students take EDUC-G355 based on the popularity of the content of Positive Psychology. Our individual courses are attractive to students who may not be able to commit to the full Minor, thus supplementing our enrollment numbers well.

In sum, within a short span of 5 years (2013-2018) since the inception of the Counseling Minor, the courses in our Counseling Minor have attracted a steadily increasing number of students, with **enrollment numbers showing stability and now rising in the face of increasingly dropping undergraduate enrollment in the School of Education**. It should be noted that all courses in the Counseling Minor will be part of the new major, although in the future, students will have the option of either minoring in Counseling or pursuing the new undergraduate major.

Projecting the number of new major students at the end of Year 3

The number of students who have declared Counseling as their Minor as well as the enrollment numbers in our Counseling Minor courses provide some basis for projecting the enrollment numbers in our new major. In a conservative estimate, we will assume that the number of Major students at the end of Year 3 will be approximately equivalent to about 50 to 60% of the number

of Minor students (**159**) from the 3-year period of 2015-18, (i.e., **90 Major students**), with the potential for that number to increase beyond the modest initial 3-year projection.

This estimate of 90 Major students takes into consideration a number of factors:

1. Given that the high number of current Counseling Minor students are interested in counseling, at least some of them will likely switch over to the new major, providing an immediate boost to enrollment numbers in the new major.
2. The new major will also draw new students who might not be interested in pursuing the Minor in Counseling because of a dislike for additional coursework beyond an existing major, but who might be willing to pursue the new major.
3. On the other hand, pursuing a major involves a much heavier commitment than a minor. Hence, there will continue to be a substantial number of students who would prefer the Counseling Minor to the new major, thus the conservative estimate of 50 to 60%. Regardless, those students are still engaged in 15 credits of Counseling content in our courses.
4. Unlike the Counseling Minor, our new major will include not just a counseling track but also a HESA track. Hence, our new major will also attract students who have interests that extend beyond those in the Counseling Minor.
5. The projected number of 90 major students is consistent with data from broadly similar programs at other universities (see table below). As shown below, the University of Miami's School of Education had 90 major students in in Human and Social Development, although their student population is much smaller than IU's.

Program Enrollments at Other Universities

University (size)	Program	Enrollment	Other
Georgia State (32,000 Undergrad & Grad)	Human Learning and Development	207 majors	Program is 3 years old
Vanderbilt (6,883 Undergrad)	Human and Organizational Development	749 majors	Started in 1981, 2 nd largest major
University of Minnesota (30,500 Undergrad)	Human Resource Development	150 students per year	12 years old
University of Miami (10,547 Undergrad)	Human and Social Development	90 majors (2014 data)	Started in 2009

Projecting the enrollment numbers and credit hours generated by courses in the new major

Students will be required to take 16 School of Education major courses (48 credit hours) in the curriculum of the new major (see p. 7 for a list of courses). We estimate that our 90 new major students will take an average of 2.45 major courses per semester (major courses will not be offered during the summer). This assumes that most students will only become major students in

their sophomore year and beyond. Therefore, we estimate that the new undergraduate major will generate $90 \times 2.45 \times 2$ semesters = 441 in new class enrollment numbers per year.

In Spring 2018, our average class size for courses in our Counseling Minor was 23.7 students per section. Because the new major includes some mandatory courses that will need to be offered regularly even when the number of enrolled students is small, we project that the average number of students per section in our new major courses will be consistent with this average, i.e., an average of 21 students per section.

Therefore, we project an increase in 21 new sections per year (based on 441 divided by 21 students) to accommodate the new major students.

Additionally, some of the new mandatory courses that we will develop for the undergraduate major (e.g., statistics) will likely attract some non-major students because of their cross-disciplinary appeal, e.g., many majors in IU require students to fulfill research/statistics-related coursework. Hence, we're projecting that the launch of the new major will result in 4 additional new sections per year for non-major students for the following new courses: U300 (Introduction to Higher Education Administration), Action Research, Program Evaluation, and Statistics. This is a very conservative estimate because as earlier described, the majority of students taking our Counseling Minor courses are actually not Counseling Minor students. Hence, our development of new courses will likely attract many more students who are not major students.

We will also assume some attrition in the Counseling Minor after the new major is launched because some students who might otherwise minor in Counseling would now prefer to pursue the new undergraduate major. We assume that instead of 159 Counseling Minor students (based on 2015-2018 records), there will be an attrition of 90 students moving to the Major, i.e., 69 Counseling Minor students enrolled in our courses per semester 3 years after the launch of the new major. We added this assumption out of an abundance of caution. It is entirely possible that instead of declining, enrollments in the Counseling Minor will continue to grow after the launch of the new major.

The following table describes our projected enrollment numbers 3 years after the launch of the new major. The estimated number of sections for Counseling Minor and other students is based on the number of sections offered in Spring 2016 multiplied by 2 semesters plus 4 additional sections for U300, Action Research, Program Evaluation, and Statistics.

Course	No. of sections for Counseling Minor and other students	No. of additional sections as a result of new major students	Total number of sections (21 students per section)	Total enrollment (based on an average of 21 students per section)	Total number of credit hours (no. of students x 3 hours)
G203	10	0	10	210	630
G206	8	1	9	189	567
G207	3	1	4	84	252
G208	2	1	3	63	189
G302	1	1	2	42	126

G352	1	1	2	42	126
G355	6	1	7	147	441
G375	4	1	5	105	315
G310	1	1	2	42	126
U300	1	1	1	42	126
U310	0	1	1	21	63
U320	0	1	1	21	63
U208	0	1	1	21	63
Consultation Skills	0	1	1	21	63
Group Facilitation Skills	0	1	1	21	63
Professional Skills and Career Planning	0	1	1	21	63
Action Research	1	1	1	42	126
Program Evaluation	1	1	1	42	126
Statistics	1	1	1	42	126
P250	0	1	1	21	63
P314	0	1	1	21	63
P361	0	1	1	21	63
Total	40	21	57	1281	3843

(*Note.* all the above courses will be taught in the School of Education. Courses without course numbers have not been developed yet but will be developed for the new major. We are assuming that each section will have 21 students. Obviously, some classes will be a larger (e.g., 28 students), while others will be smaller (e.g., 16 students).)

Appendix A: Student Competencies

Student Competencies

B.S.Ed. in Counseling and Student Services (CASS)

We are proposing a new undergraduate major in Counseling and Student Services that will equip students with knowledge and skills in learning, development, and interpersonal communications to prepare them for careers in the helping professions, e.g., mental health and higher education and student affairs. A common theme undergirding these professions is an emphasis on promoting learning, development, and performance improvement of individuals, groups, and organizations. In order to prepare students in the major for their future careers, all students in the major will receive training in:

(A) Enhancing interpersonal and communication skills to promote learning, development, and well-being

1. Articulate models and stages of consultation and apply consultation skills in diverse work or educational settings.
2. Articulate knowledge of multicultural issues relevant to diverse groups based on race, ethnicity, gender, nationality, social class, sexual orientation, religion, and other multicultural dimensions.
3. Build awareness of one's structural privileges, appreciation for diversity, and commitment to social justice.
4. Develop skills in culturally-sensitive interpersonal communications with individuals from diverse multicultural backgrounds.
5. Understand the types of groups (task, educational, focus) and levels of learning in organizations (individual, group, organization) and how to address the needs of different groups and organizations.
6. Understand the types of groups (task, educational, focus) and how to address the needs of different groups.
7. Develop skills in group conflict resolution, goal setting, collaborative co-leading, and feedback e.g., (e.g., how to solicit effective feedback from a group, bearing in mind the prospect of groupthink and the dominance of folks with strong opinions).
8. Gain awareness of one's personality, interests, values, and skills relevant to one's future career.
9. Cultivate professional skills (e.g., resume writing, job search strategies, email correspondences, networking, interviews) relevant to one's future career.
10. Identify careers, job titles, and graduate programs relevant to one's professional interests, particularly in the areas of counseling psychology and higher education and student affairs.

(B) Understanding and applying principles of learning and development

1. Articulate current theories and research in human learning and development across the lifespan.
2. Discuss the implications of theories and research in human learning and development for one's professional work.
3. Articulate and distinguish among the main theories of knowing and learning and applying this knowledge to professional practice.

(C) Developing practical research skills that can be applied in work settings

1. Develop a working understanding of the fundamental concepts used in qualitative and quantitative research and apply these concepts to analyze and interpret data.
2. Build foundational action research concepts and skills and apply these skills to a small participatory action research project.
3. Gain essential knowledge of evaluation and apply this knowledge to analysis & evaluation of a real organization, project, or grant effectiveness evaluation.

In addition to competencies for all students in the major, each track in the major has the following competencies for students in the track.

Counseling Psychology Track Competencies

Students in the Counseling Psychology Track will acquire knowledge and skills in applying broad principles of counseling psychology, positive psychology and helping skills to mental health and behaviorally related topics such as career development, the addictions, sport psychology, workplace wellness, and working with youth.

1. Describe and distinguish among major theories of helping and apply basic helping skills (e.g., listening, paraphrasing, and facilitating change) to assist individuals' personal and professional growth
2. Apply psychological theories to understanding mental health and behavioral problems
3. Identify the behavioral, psychological, and social effects of mental health problems.
4. Assist in implementing a variety of helping strategies that address mental health problems as part of a comprehensive, interdisciplinary treatment plan.

Higher Education and Student Affairs Track Competencies

Students in the Higher Education and Student Affairs track will demonstrate a capacity for learning about the necessary skills and knowledge needed to work within a higher education setting. Students will complete a curriculum which educates students in two main areas: essential knowledge in research, theory, history, and assessment and intellectual competencies and practical skills.

1. Develop an understanding of the foundations of the student affairs field and the guiding philosophies of the profession
2. Describe the evolving role of student affairs in higher education
3. Discuss how to promote equitable environments and create inclusive spaces for learning

4. Gain skills to assess and develop student learning outcomes
5. Build skills in planning, budgeting, and decision making in higher education settings.
6. Work collaboratively in a group to accomplish a task in higher education settings
7. Apply higher education and student affairs theories and research to real-world higher education situations
8. Develop effective skills in higher education supervision and advising

Table 1. Overall Competencies and Corresponding Courses

Aim: Enhancing interpersonal and communication skills to promote learning, development, and well-being	
Competency	Corresponding Course(s)
Articulate models and stages of consultation and apply consultation skills in diverse work or educational settings.	EDUC-G Consultation Skills
Articulate knowledge of multicultural issues relevant to diverse groups based on race, ethnicity, gender, nationality, social class, sexual orientation, religion, and other multicultural dimensions.	EDUC-G375 EDUC-U330
Build awareness of one's structural privileges, appreciation for diversity, and commitment to social justice.	EDUC-G375 EDUC-U330
Develop skills in culturally-sensitive interpersonal communications with individuals from diverse multicultural backgrounds	EDUC-G375 EDUC-U330
Reflect on personal strengths and growth areas related to leading and participating in groups, especially focused on interpersonal processing, presence "in the moment," and personal awareness of social situations.	EDUC-G332 Group Facilitation
Understand the types of groups (task, educational, focus) and how to address the needs of different groups.	EDUC-G332 Group Facilitation
Develop skills in group conflict resolution, goal setting, collaborative co-leading, and feedback e.g., (e.g., how to solicit effective feedback from a group, bearing in mind the prospect of groupthink and the dominance of folks with strong opinions).	EDUC-G332 Group Facilitation
Gain awareness of one's personality, interests, values, and skills relevant to one's future career.	EDUC-G424 Professional Skills and Career Planning
Cultivate professional skills (e.g., resume writing, job search strategies, email correspondences, networking, interviews) relevant to one's future career.	EDUC-G424 Professional Skills and Career Planning
Identify careers, job titles, and graduate programs relevant to one's professional interests, particularly in the areas of counseling psychology and higher education and student affairs.	EDUC-G424 Professional Skills and Career Planning
Aim: Understanding and applying principles of learning and development	
Articulate current theories and research in learning and human development across the lifespan.	EDUC-P314 EDUC-P361

	SPH-F348 EDUC-P220 Applied Child Development EDUC-P324 Biological Bases of Behavior
Discuss the implications of theories and research in learning and human development for one's professional work.	EDUC-P314 EDUC-P361 SPH-F348 EDUC-P220 Applied Child Development EDUC-P324 Biological Bases of Behavior
Articulate and distinguish among the main theories of knowing and learning and applying this knowledge to professional practice.	EDUC-P250
Aim: Developing practical research skills that can be applied in work settings	
Develop a working understanding of qualitative and quantitative research and apply these concepts to analyze and interpret data.	EDUC-Y410 Action Research EDUC-Y402 Statistics
Build foundational action research concepts and skills and apply these skills to a small participatory action research project.	EDUC-Y410 Action Research EDUC-Y435 Program Evaluation
Gain essential knowledge of evaluation and apply this knowledge to analysis & evaluation of a real organization, project, or grant effectiveness evaluation.	EDUC-Y435 Program Evaluation

Table 2. Counseling Psychology Competencies and Corresponding Courses

Competency	Corresponding Course
Describe and distinguish among major theories of helping and apply basic helping skills (e.g., listening, paraphrasing, and facilitating change) to assist individuals' personal and professional growth.	EDUC-G206
Apply psychological theories to understanding mental health and behavioral problems.	EDUC-G206 PSY 324 EDUC-G355 EDUC-G204 EDUC-G207 EDUC-G208 EDUC-G310 EDUC-G302 EDUC-G352
Identify the behavioral, psychological, and social effects of mental health problems.	EDUC-G206 PSY 324 EDUC-G355 EDUC-G204

	EDUC-G207 EDUC-G208 EDUC-G310 EDUC-G302 EDUC-G352
Implement a variety of helping strategies for addressing mental health problems.	EDUC-G206 EDUC-G355 EDUC-G204 EDUC-G207 EDUC-G208 EDUC-G310 EDUC-G302 EDUC-G352

Table 3. Higher Education and Student Affairs Competencies and Corresponding Courses

Competency	Corresponding Course
Develop an understanding of the foundations of the student affairs field and the guiding philosophies of the profession.	EDUC-U300
Describe the evolving role of student affairs in higher education.	EDUC-U300
Discuss how to promote equitable environments and create inclusive spaces for learning.	EDUC-U330
Gain skills to assess and develop student learning outcomes.	EDUC-U208
Build skills in planning, budgeting, and decision making in higher education settings.	EDUC-U310
Work collaboratively in a group to accomplish a task in higher education settings.	EDUC-U300 EDUC-U320
Apply higher education and student affairs theories and research to real-world higher education situations.	EDUC-U300
Develop effective skills in higher education supervision and advising.	EDUC-U208 EDUC-U300 EDUC-U320

Appendix C: Faculty in Counseling and Student Services

Name	Department	Area of Expertise
Zoe Peterson	Counseling and Educational Psychology	Sex Therapy and Enhancement
Lynn Gilman	Counseling and Educational Psychology	Clinical supervision, Gratitude and Mental Health
Jesse Steinfeldt	Counseling and Educational Psychology	Sport Psychology, Men and Masculinities, Native American Empowerment
Rex A. Stockton	Counseling and Educational Psychology	Counselor Training, Group Counseling
Ellen Vaughan	Counseling and Educational Psychology	Substance Use and Substance Use Disorders, Prevention, Latino Mental Health
Mary Waldron	Counseling and Educational Psychology	Substance Use and Substance Use Disorders and Family Relationships
Kerrie Wilkins-Yel	Counseling and Educational Psychology	Career Development, Career persistence, STEM
Susan Whiston	Counseling and Educational Psychology	Career Counseling, School Counseling Effectiveness Studies, Appraisal and Assessment Strategies
Y. Joel Wong	Counseling and Educational Psychology	Psychology of Men and Masculinities, Asian/Asian American Mental Health, Positive Psychology
Victor M. H. Borden	Education Leadership and Policy Studies	Assessment of Higher Education Organizational Performance
Lucy LePeau	Education Leadership and Policy Studies	Diversity and Social Justice Initiatives on campus, Organizational Change, Improved Student Affairs Practices
Alexander C. McCormick	Education Leadership and Policy Studies	Quality and Evidence-Informed Improvement in Higher Education
Sam Museus	Education Leadership and Policy Studies	Diversity and Equity, Campus Environments, College Student Outcomes
Thomas F. Nelson Laird	Education Leadership and Policy Studies	Improving Teaching and Learning at Colleges and Universities
Andrea Walton	Education Leadership and Policy Studies	History of Higher Education
Ginette Delandshere	Counseling and Educational Psychology	Inquiry Methodology, Measurement and Assessment, Socio-Political Practices of Assessment

Barbara Dennis	Counseling and Educational Psychology	Qualitative Research, Complexities of Diversity, Theories of Identity, Spirituality and Limits of Understanding
David B. Estell	Counseling and Educational Psychology	Social Development, Peer Relations
Anne Dopkins Stright	Counseling and Educational Psychology	Family Processes and Children's Development
Dubravka Svetina	Counseling and Educational Psychology	Psychometric Models and Procedures, Multidimensional IRT, Cognition and Assessment Design

Appendix D: Letters of Support



**DEPARTMENT OF
PSYCHOLOGICAL AND
BRAIN SCIENCES**

INDIANA UNIVERSITY

Bloomington

October 24, 2017

Terrance C. Mason, PhD
Dean, School of Education
Indiana University
Bloomington, IN

Dear Terry,

Thank you very much for sharing your proposal to develop an undergraduate major in Applied Educational Studies within your Bachelor of Science in Education at the Indiana University Bloomington campus. I have read the proposal and fully support it.

I whole-heartedly agree with the case you have made for developing the major in Applied Educational Studies. This program will: (a) fill a critical gap in undergraduate education offered on our campus; (b) provide synergy with other mental and physical health programs at IUB and in Bloomington; and (c) make positive contributions to the well-being of citizens in our community and State.

As we have discussed and agreed, your proposed new major fits nicely within the widely accepted framework of counseling and educational psychology programs within Schools of Education. It poses no significant or problematic overlap with general and clinical psychology training programs that are typically housed within Colleges of Arts and Sciences; this includes our current bachelor's degree majors in psychology and neuroscience as well as our undergraduate area certificate in clinical psychological science (which we might expand into a major in the future).

In summary, I fully support this proposal and offer my assistance in bringing it to fruition at IUB. Please feel free to contact me if you have any additional questions or concerns.

Sincerely,

A handwritten signature in black ink, reading "William P. Hetrick", with a long horizontal flourish extending to the right.

William P. Hetrick, PhD.
Professor and Chair
Department of Psychological and Brain Sciences
College of Arts and Sciences
Indiana University Bloomington



**SCHOOL OF PUBLIC AND
ENVIRONMENTAL AFFAIRS**

INDIANA UNIVERSITY

August 26, 2017

Dr. Terry Mason
Dean, School of Education

Dean Mason,

The School of Public and Environmental Affairs (SPEA) supports the creation of a new major in Applied Educational Studies in the School of Education. This new major will provide students with interdisciplinary study within many different fields through three tracks (Counseling Psychology, Higher Education and Student Affairs, and Training and Development). SPEA believes this is a much needed major on campus that bridges many schools and disciplines. We appreciate including the electives from SPEA in the major, as many students in this major may find our nonprofit management and human resources management courses a benefit for their educational programs.

SPEA wishes the School of Education the best of outcomes from this proposed major.

Sincerely,

A handwritten signature in black ink that reads "Michael McGuire". The signature is fluid and cursive.

Michael McGuire
Executive Associate Dean for Bloomington
School of Public and Environmental Affairs
Indiana University



INDIANA UNIVERSITY

SCHOOL OF SOCIAL WORK

Bloomington

October 20, 2017

Re: Letter of Support for B.S.Ed. in Applied Educational Studies

To Whom It May Concern:

I am pleased to offer this letter of support for the proposed interdisciplinary program, B.S.Ed. in Applied Educational Studies, to be offered by School of Education. I have reviewed the proposal and find that the three tracks outlined in the degree plan (Counseling Psychology; Higher Education and Student Affairs; Training and Development) to be of value, particularly the Training and Development track. This track does appear to be unique and to fill a gap in our academic offerings. Further, I believe that graduates will be able to find suitable employment opportunities with a baccalaureate degree. Also, given the School's highly regarded degree programs in Higher Education and Student Affairs, offering a degree at the baccalaureate level seems an appropriate addition. Further, all three tracks offer solid preparation and pathways for further graduate studies in programs already offered in the School of Education as well as in other disciplines.

I appreciate that the proposal clearly states that Counseling Psychology graduates will not be eligible for licensure as professional practitioners. The requirement for service learning should not add to competition among the professional degree programs in need of intensive, structured practicums in community agencies. The proposal also states that graduates of this program will be prepared for entry level practice, which will require supervision by a licensed practitioner. In addition, graduates will also be prepared for graduate degree programs in various social service and mental health fields.

The degree plan for the Counseling Psychology track, while there is some overlap with social work, appears to be a distinct academic offering with strong courses which are further enhanced with the option of choosing some electives from other disciplines. I support this proposal and if you require anything further, please do not hesitate to contact me.

Sincerely,

A handwritten signature in black ink that reads "Karen Allen Ph.D., LMSW".

Karen Allen, Ph.D., LMSW
Director, School of Social Work
Indiana University Bloomington



**DEPARTMENT OF
APPLIED HEALTH SCIENCE**

INDIANA UNIVERSITY
School of Public Health
Bloomington

September 28, 2017

Dr. Ellen Vaughn
Indiana University-Bloomington
School of Education
Department of Counseling and Education Psychology

Dear Dr. Vaughn:

Thanks for sharing detailed information about your new proposed major on Applied Educational Studies for our review. Since this department has degree programs in Human Development and Family Studies (HDFS) plus Youth Development (YD), you were concerned about any possible overlap. Faculty members in these programs reviewed our proposal and determined that this major, if adopted, would not conflict with the HDFS or YD major. Additionally, from the titles you provided it appears that the proposed new courses for this major will not overlap/conflict with HDFS courses due to their clearly educational focus.

HDFS and YD faculty were pleased to see that several of their courses were listed as elective options for students in this new major. These faculty members recommended that you consider adding two additional courses that could be of interest to the electives list. These are:

- SPH-F330 Leadership Theories in Youth Development
- SPH-F410 Science of Positive Youth Development

Again, we appreciate your thoughtfulness in asking HDFS and YD faculty to review your proposals. Based on this review, we are pleased to offer our full support of a new School of Education major in Applied Educational Studies and wish you much success with this new direction. Please let me know if we can assist in any other way either now or in the future.

Sincerely,

David K. Lohrmann, PhD, MCHES
Professor and Chair

Cc: Jonathon Beckmeyer



CENTERSTONE

Dr. Terrence Mason
Dean, School of Education
Room 4130
School of Education
Indiana University
Bloomington, IN 47405

September 5, 2017

Dear Dr. Mason,

I am writing to show my support for the newly proposed undergraduate major, B.S.Ed. in Applied Educational Studies, through the School of Education, Counseling & Educational Psychology, Educational Leadership and Policy Studies, and Instructional Systems Technology departments.

As a 2013 graduate of the IU Master's program in Counseling & Counselor Education (M.S.Ed.), I had the privilege of being present when some of the first classes of introductory counseling skills were offered to undergraduates, and I can recall how exciting that was for everyone involved. My educational path into the mental health field was rather convoluted, and I think this was in part because there were fewer opportunities available at the undergraduate level for me to explore counseling psychology.

Now, as an employer in the mental health field in Monroe County and the surrounding area, I can assure you that students with the training acquired under the proposed major would be ideal candidates for many positions at my company.

I am very pleased that the proposed major is being considered for addition to the offerings at the School of Education and I hope that serious consideration will be given to it, especially how likely it would be to generate graduates who are well-trained and employable in the fast-growing career field of mental health.

Sincerely,

Megan S. Nickless, LMHC
Regional Manager of Crisis & Access Services
Centerstone of Indiana, West Region
Office: 812-337-2279
Mobile: 812-929-4979
Fax: 812-339-8109

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INDIANA UNIVERSITY

OFFICE OF THE VICE PROVOST
FOR STUDENT AFFAIRS
AND DEAN OF STUDENTS
Bloomington

24 October 2017

Dr. Terry Mason
Dean, School of Education
201 N Rose Avenue
Bloomington, IN 47405

Dear Terry:

As the Vice Provost for Student Affairs and an instructor in the HESA program, I support the creation of a new major in Applied Educational Studies in the School of Education. This new major will provide students with interdisciplinary study within many different fields through three tracks (Counseling Psychology, Higher Education and Student Affairs, and Training and Development). Specifically, the higher education and student affairs track offers students with an interest in pursuing administrative positions in the academy a career path to an entry level position, and/or preparation for a graduate program in the field.

The Division of Student Affairs wishes the School of Education the best of outcomes from this proposed major. Please let me know if you have additional questions for me.

Sincerely,

Lori Reesor, Ph.D.
Vice Provost for Student Affairs



OFFICE FOR SEXUAL VIOLENCE PREVENTION
AND VICTIM ADVOCACY

September 21, 2017

To Whom It May Concern:

I am writing to express my support for the development of an undergraduate major titled Applied Educational Studies in the School of Education. As an alumna of the IU School of Education and a student affairs professional on the Indiana University, Bloomington campus, I feel as though this major would help prepare undergraduate students for a career in counseling, student affairs, or in an educational field. This major helps fill a gap for undergraduate students who are interested in pursuing graduate degrees or careers in these fields, but are required or expected to major in other departments and/or schools. It will also allow students to gain expertise and hands-on training so that they are better prepared to enter fields such as social services, curriculum design and development, academic affairs, and other related areas. As someone who works in student affairs, but has obtained a master's degree and a specialization in Education in Counseling, I have found that these fields are closely related and complementary, while also distinct.

As I reflect on my own education, I would have been a great candidate for an Applied Educational Studies major in the School of Education. I was admitted into the Kelley School of Business as a sophomore and continued on to obtain my degree in Kelley, all while searching for other options at IU. I was originally drawn to the School of Education as an undergraduate student interested in pursuing a teaching degree, but knew that I wanted to work with college students rather than adolescents or children. As a result, I remained in the School of Business and earned my degree in marketing. There are a number of students that I have worked with over the years who, like me, are interested in careers in counseling, student affairs and education that would be a great fit for this major. As we see students' interest in student affairs, counseling, and mental health concerns rise, I think their interest in pursuing careers in these fields will also increase. The development of this major is a great opportunity for the School of Education to enhance their portfolio while enhancing training and educational opportunities for students.

I hope that you take my letter of support into consideration. I am impressed with the foresight of the faculty as they pursue the creation of this degree and the interdisciplinary partnership among these three departments. As an alumna of the School of Education and a colleague at Indiana University, I hope that this opportunity is created to give students a pathway to pursue careers in counseling, student affairs, and curriculum training and development.

Sincerely,

Leslie Fasone, Ph.D.

IU School of Education Alumna

Senior Director for Wellness, Prevention and Victim Advocacy

IU Health Center and the Office for Sexual Violence Prevention and Victim Advocacy

Division of Student Affairs

October 16, 2017

Dr. Terry Mason
Dean, School of Education
Indiana University
201 N. Rose Avenue
Bloomington, IN 47405

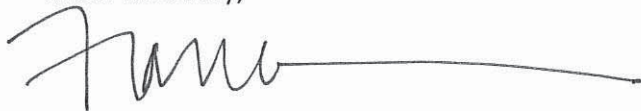
Dear Dr. Mason,

As the Vice President for Student Affairs at Butler University, and a graduate of the HESA doctoral program, I support the creation of a new major in Applied Educational Studies in the School of Education.

This new major will provide students with interdisciplinary study within many different fields through three tracks (Counseling Psychology, Higher Education and Student Affairs, and Training and Development). Specifically, the higher education and student affairs track offers students with an interest in pursuing administrative positions in the academy a career path to an entry level position, and/or preparation for a graduate program in the field.

I would like to wish the School of Education the best of outcomes from this proposed major.

Most sincerely,

A handwritten signature in black ink, appearing to read 'Frank', followed by a long horizontal line extending to the right.

Frank E. Ross III, PhD
Vice President for Student Affairs
Butler University



IUPUI

**OFFICE OF THE
DEAN OF STUDENTS**

INDIANA UNIVERSITY-PURDUE UNIVERSITY
INDIANAPOLIS
Division of Student Affairs

October 9, 2017

Dr. Terry Mason
Dean, School of Education

Dean Mason:

As the Dean of Students at IUPUI, please accept this letter of support for the creation of a new major in Applied Educational Studies in the School of Education. This new major will provide students with interdisciplinary study within many different fields through three tracks (Counseling Psychology, Higher Education and Student Affairs, and Training and Development). Specifically, the higher education and student affairs track offers students with an interest in pursuing administrative positions in the academy a career path to an entry-level position, and/or preparation for a graduate program in the field.

The addition of this proposed new undergraduate major would be of definite interest and benefit to students enrolled at Indiana University. Additionally, coupled with the already strong reputation of the Indiana University, I could see students transferring to our institution to be able to enroll in this unique interdisciplinary program of study. I wish the School of Education the best of outcome for this proposed major.

If you have any questions regarding this letter of support or if I can be of further assistance, please contact me directly at (317) 278-9706.

Sincerely,

Jason T. Spratt, Ph.D.
Dean of Students, IUPUI
Adjunct Assistant Professor in the Indiana University Higher Education and Student Affairs Program



INDIANA UNIVERSITY

DIVISION OF RESIDENTIAL PROGRAMS AND SERVICES
Bloomington

October 10, 2017

To: Dr. Terry Mason, Dean, School of Education

Dean Mason,

As the Director of Residential Life within Residential Programs and Services, I support the creation of a new major in Applied Educational Studies in the School of Education. This new major will provide students with interdisciplinary study within many different fields through three tracks (Counseling Psychology, Higher Education and Student Affairs, and Training and Development). Specifically, the higher education and student affairs track offers students with an interest in pursuing administrative positions in the academy a career path to an entry level position, and/or preparation for a graduate program in the field.

The Department of Residential Life wishes the School of Education the best of outcomes from this proposed major.

Sincerely,

A handwritten signature in black ink, appearing to read "Andi Cailles", written in a cursive style.

Andi Cailles
Director of Residential Life
Residential Programs and Services
Indiana University



August 31, 2017

Dr. Terence Mason
Dean, Indiana University School of Education
201 N Rose Ave
Bloomington, IN 47405-1006

Dr. Mason,

I am writing this letter in support of the possible new academic major in Applied Educational Studies at IU's School of Education.

After reviewing a draft copy of the program description, I am confident that students who graduate with a B.S.Ed. in Applied Educational Studies would have many opportunities. For example, at Stone Belt, we have a clinical division called Milestones where I serve as Director. One position that we have is called a Skills Clinician. These professionals work directly with clients who have been diagnosed with a mental health disorder to improve skills that are a barrier to their adaptive functioning. Sometimes we have a difficult time finding employees with the capability and training to perform the job well. Graduates from the Counseling Psychology Track would make ideal candidates for this position. They would also be able to gain valuable clinical experience, which some would utilize as a stepping stone toward further education.

There certainly would be other opportunities as well, and my hope is to see graduates with this degree at some time in the future. Please feel free to contact me with questions or if you need additional information. I can be reached by mobile phone at 812-679-7844. Thank you.

Sincerely,

James Wiltz, PhD HSPP
Psychologist & Director, Milestones Clinical & Health Resources
Stone Belt, Arc, Inc.



CENTRAL REGION OFFICE AND ADMINISTRATIVE HEADQUARTERS
2815 East Tenth Street, Bloomington, IN 47408 • Tel 812.332.2168 • Fax 812.323.4610 • www.stonebelt.org



Appendix E: Undergraduate Bulletin Entry: Counseling and Student Affairs

The undergraduate program in Counseling and Student Affairs is a 120 credit hour major that prepares individuals to work within the fields of education, counseling psychology, and student affairs. The course of study includes core courses that emphasize knowledge and skills in learning, development, and interpersonal communications to prepare them for careers in the helping professions (e.g., mental health; higher education; student affairs). Student will select one of two tracks in the major: Counseling Psychology or Higher Education and Student Affairs.

Students will learn how to facilitate effective interpersonal communication, utilize advanced listening skills to empathetically understand the perspective of others, and to access resources to help people actualize their potential and improve performance to promote positive personal, organizational, and societal change. Additionally, students will gain practical research skills that can be applied in a variety of work settings.

Service learning will also be a component within this major. These courses will combine academic theory with practical real-life experience. Students will engage with a broader and deeper understanding of the course content, which can foster their sense of civic engagement and sharpen their insights into themselves and their place in the community. Service learning also provides experiences that can prepare students for subsequent employment.

The Counseling Psychology track is well-suited for those students who envision careers in mental health, social service, and other settings where the application of counseling –related skills will facilitate the well-being of others. Graduates from this track will be suited for entry level jobs in the Community and Social Service Occupations. While they will not be independent practitioners, they would be able to be in entry-level positions under the supervision of licensed practitioners on interdisciplinary teams in mental health settings.

Students who select the Higher Educational and Student Affairs track will gain the knowledge and skills necessary to transition into a variety of entry-level positions on college campuses. Positions will typically focus on working directly with undergraduate college students. Areas in which students would be working could include academic advising, student organization advising, leadership education, orientation, and residential programs and services.

The program requires 60-63 credits of Major coursework. These credits are broken up into 36 credits of core courses plus 15-18 credits of coursework in the selected track (18 for Counseling Psychology and 15 for Higher Education and Student Affairs track). Students will additionally select 9 credits from specific courses as part of their Professional Major Electives. Students can include a 15 credit Minor, and they must also complete General Education requirements to total a minimum of 120 credit hours. All courses must be completed with at least an average minimum GPA of 2.5.