

Preface to the 2020 CACREP Self-Study

With the submission of this 2020 Self-Study for the Council for Accreditation of Counseling and Related Programs, the Division of Graduate Counseling at Indiana Wesleyan University enters into its fourth cycle of seeking specialized Accreditation. Initial two-year accreditation with conditions was granted to the Community Counseling and Marriage and Family Counseling/Therapy programs in March 1998. These conditions were removed in March 2000 and accreditation was extended through June 30, 2005. The renewal of accreditation for Community Counseling and Marriage and Family Counseling/Therapy, and initial accreditation of School Counseling was attained in January 2007. Again, accreditation was granted for two-years with conditions, with removal of conditions occurring in January 2011. Most recent accreditation was granted without conditions in July 2013.

Important changes in the institution and division have taken place since submission of the most recent self-study. Indiana Wesleyan University (IWU) is the largest private university in Indiana and continues to be recognized as a leader among private, not-for-profit higher learning institutions offering both onsite and online modalities to traditional and adult populations at national and international locations. However, the enrollment for Indiana Wesleyan University has decreased from 15,872 (2011) to 13,285 (2019). This decrease has occurred in both the traditional IWU Marion and IWU National/Global Colleges. Its student body continues to become more diverse, based on a comparison of the percentage of non-white ethnic and racial students relative to the percent of Caucasian students. In addition, the College of Arts and Sciences approved in the summer of 2020 and is implementing a new academic structure.

Likewise, important changes have taken place at the divisional level. The Division of Graduate Counseling is now housed in the recently constructed School of Professional Studies, within the College of Arts and Sciences. Although the Division offers both onsite (at Marion and Indianapolis, IN) and online modalities, it is considered a traditional program within IWU-Marion. Being only one of a few graduate programs offered in the College of Arts and Sciences at IWU-Marion, the Division continues to work patiently and persistently to establish or adapt policies and processes appropriate for a graduate school presence. We now offer online program options in both Clinical Mental Health Counseling (CMHC) and School Counseling (SC). CMHC offers both onsite and online programs whereas SC is available online only. Furthermore, our Marriage and Family Counseling/Therapy program is choosing to discontinue its accreditation through CACREP in October 2021. The former non-accredited 48-hour Community Counseling program has been reconfigured into a 36-hour non-professional, non-licensure Community Care program. The number of full-time faculty serving the division has increased since the last self-study from eight to fourteen members. Its composition reflects the diverse society and culture it serves. Finally, physical facilities, the policies and procedures of the divisional clinics, technology, and research support for faculty and students provide excellent contexts for our learning community.

With submission of this self-study, the Division of Graduate Counseling at Indiana Wesleyan University seeks to renew the accreditation through CACREP for the following programs: Clinical Mental Health Counseling and School counseling. Thank you for your consideration.

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SECTION 1: THE LEARNING ENVIRONMENT

THE INSTITUTION

- A. The academic unit is clearly identified as part of the institution’s graduate degree 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 documented.**

All of our program offerings, including those presently accredited by CACREP, are housed in the Division of Graduate Counseling (CNS). Thus, the title of the division that houses the programs conveys that these programs are, indeed, graduate degree offerings. The division and its program offerings are housed in the College of Arts and Sciences (CAS), within the School of Social and Behavioral Sciences, and Business. While under direct governance of the School and CAS, we are also under the oversight of the Graduate School. The Division of Graduate Counseling has full responsibility for the academic offerings delivered to our students.

Evidences in support of the above assertions are found in several sources. For example, Graduate Counseling is cross-linked in the IWU Catalogue with division/program description links located in both the College of Arts and Sciences/School of Social and Behavioral Sciences, and Business, and The Graduate School sections. Please use the following link to access the current IWU University Catalogue: <https://indwes.smartcatalogiq.com/2018-2019/Catalog/College-of-Arts-and-Sciences/School-of-Social-and-Behavioral-Sciences-and-Business/Graduate-Counseling-Division> . Furthermore, the current organizational chart of the institution places shows how programs housed in the College of Arts and Sciences are linked to both IWU – Marion and the Graduate School. (see [Appendix 1.A](#)). All curricular initiatives and revisions of our courses and programs are initiated in the Division of Graduate Studies. Finally, all courses offered in our CACREP-accredited programs carry a CNS prefix.

- B. The institutional media accurately describe the academic unit, the core counselor education program faculty, and each program and specialty area offered, including admissions criteria, accreditation status, methods of instruction, minimum degree requirements, matriculation requirements, and financial aid information.**

The Division of Graduate Studies is the primary academic unit and houses six specific programs: Clinical Addictions Counseling, Clinical Mental Health Counseling; Community Care; Marriage and Family Counseling/Therapy; School

Counseling; and Student Development Counseling and Administration. Current information regarding the Division and programs offered is accurately presented as e-documents and may be found in the Indiana Wesleyan University Catalogue, Divisional web-based homepage, and Division of Graduate Counseling Student Handbook. All of these documents are easily accessed by students, constituents, and the general population by going to the university website: <https://www.indwes.edu/#>

Links to these e-documents are as follows:

Indiana Wesleyan University Catalogue:
<https://indwes.smartcatalogiq.com/en/2018-2019/Catalog>

Divisional web-based homepage: <https://www.indwes.edu/adult-graduate/programs/ma-counseling/>

Division of Graduate Counseling Student Handbook:
https://www.indwes.edu/adult-graduate/programs/ma-counseling/_files/2019-2020-Student-Handbook.pdf

Upon review of the program descriptions in each of these documents, it can be noted that admissions criteria, accreditation status, methods of instruction, minimum degree requirements, matriculation requirements, and financial aid information are clearly communicated.

C. 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.

Indiana Wesleyan University has provided abundant financial support for our division and programs. Our programs offer comfortable workspace for faculty, staff and students in state-of-the-art facilities at our Marion and Indianapolis-West campuses. All classrooms are equipped with computers, ceiling-mounted projectors, and convenient technology control panels. All faculty offices and graduate assistant cubicles are equipped with desk- or laptop computers. Both Marion and Indianapolis-West suites are equipped with Canon Image Runners, which have capacity to print, copy, scan, and fax.

The Marion programs are housed in the Adult and Graduate Studies Building, located about one-half mile south of the main campus. Housed on the first floor, these facilities include office spaces for seven faculty members, one staff person, and a small library. Cubicle space is provided for graduate clinic and research assistants. In addition, the Marion Graduate Counseling Clinic operates in this building. Clients are offered a separate entrance to the clinic, which contains a waiting room/ receptionist

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area, seven counseling rooms, an observation/counselor work room, and the technology room.

Indianapolis programs are offered on the second floor of the Intech One Building, located in Intech Park at the intersection of I-465 and Intech Drive. Indiana Wesleyan University leases the entire second floor, with the Graduate Counseling programs being located in the West Wing of this facility. This suite offers office space for five faculty, one staff person, research assistants, a small student library. Three classrooms are devoted to the program and equipped to meet the curricular needs of the contemporary classroom. The Indianapolis-based Graduate Counseling Clinic is located in this suite and offers separate entrances for clients, a waiting room receptionist counter, eight counseling offices, student-counselor workspace, and a technology room. Additional description of the clinical facilities and technological capabilities of digital system are described in later sections of this self-study.

The Division of Graduate Counseling is allocated operating expenses for each fiscal year. The Budget Summary for the 2019-2020 fiscal year is found in [Appendix 1.C](#). The Division of Graduate Counseling submits its annual operating budget request to the Associate Vice President for Academic Operations. After review by the Academic Affairs Office, the Executive Dean of the College of Arts and Sciences, the Provost, and the Business Office, budgets are finally sent to the IWU Board of Trustees for final approval.

Evidence of additional institutional support is demonstrated by the significant expenditure (\$57,430.24) to upgrade the audio/video recording systems at the Marion and Indianapolis-West clinics. Through College of Arts and Sciences Capital Improvements Budget, the VALT software system was purchased and installed. This software enables the Graduate Counseling Division to create and manage its own video database and allows users to easily view live or recorded audio-video sessions in secure fashion. The Division was also provided an additional \$17,000 for clinic furnishing upgrades. In addition, the institution recently provided \$23,700 for the purchase of Tevera software, an integrated platform that enables the division to better manage placement sites, track student performance, and (potentially) organize student/program assessment data in relation to program learning outcomes.

D. The institution provides opportunities for graduate assistantships for program students that are commensurate with graduate assistantship opportunities in other clinical programs in the institution.

The institution funds five graduate assistantships through the Division of Graduate Counseling that are available to our students. These include:

- Two Graduate Clinic Assistantships - one graduate assistant housed at Marion and Indianapolis, respectively;
- One Graduate Research Assistantship - housed at Marion campus);
- One Life Coaching Assistantship – located on the IWU-Marion main campus
- One Graduate Assistantship for Student Retention – located on the IWU-Marion main campus.

In addition, our students compete for other graduate assistantships that are available through other departments throughout the institution (e.g., Resident Assistants). Reimbursement is commensurate with other graduate assistantship opportunities across the university. Each are considered as Level 5 staff positions (e.g., administrative assistants, lab assistants, skilled trained, specialized training) and reimbursed at a rate of \$14.25 per hour.

E. The institution provides support for counselor education program faculty to participate in professional activities, scholarly activities, and service to the profession.

Institutional support for program faculty professional/scholarly activities and services to the professional is demonstrated by funding provided by the College of Arts and Sciences and the Divisional of Graduate Counseling. For 2018-2019, the College of Arts and Sciences awarded \$17,223.30 to divisional faculty for conference attendance and \$4,748.56 for professional memberships (see [Appendix 1.E.](#)). The Division of Graduate Counseling provided \$5,030.67 for conference attendance and \$4,935.17 for professional memberships. In addition, the Division's operational budget lines allowed all travel, meals, and lodging expenses for conference-related activities to be covered. The 2018-2019 Divisional expenditures for meals/lodging and travel, which includes professional development funding, were \$10,698.73 and \$22,908.49, respectively (see [Appendix 1.C.](#)).

F. The institution provides learning resources appropriate for scholarly inquiry, study, and research relevant to counseling and accessible by all counselor education program faculty and students.

An array of resources and services are available that provide excellent support to student and faculty scholarly inquiry, study, and research. These resources include Jackson Library and Off Campus Library Services (OCLS) collections, divisional libraries, Jackson Library, the One-Button Studio, and IWU-Marion campus and divisional computer labs. In addition, the majority of the Marion campus and 100% of IWU academic buildings have wireless network coverage.

The Lewis A. Jackson Library sits in the center of Indiana Wesleyan University's Marion, Indiana campus. Marion and Indianapolis students and faculty are encouraged to avail themselves of library resources and services. Jackson Library is open approximately 90 hours per week during the semester and provides convenient access to computer labs, printing and photocopying equipment, and numerous spaces for studying, meeting, tutoring, and research. This \$11 million, 79,000square-foot facility offers:

- Over 180,000 print books, 365,000 e-books, 72,000 streaming media titles, 290 scholarly database packages across many disciplines, and access to over 300,000 journal titles;
- Interlibrary loan for all students and faculty through the nationwide electronic Illiad system;
- Dedicated study, meeting, and research space, including a 24-hour study lounge;
- Computer workstations and wireless Internet access;
- Access to the catalogs of major Indiana libraries and other libraries around the world;
- Research assistance and other library services to aid the research process;
- Media services and equipment, multimedia stations, and materials for student use;
- The One Button Studio, a professional-quality audio and video recording studio, editing suites, and graphics production facility
- Loanable audio and video recording equipment, technology for presentations, and classroom resources.

Off Campus Library Services (OCLS) serves students and faculty in IWU's online and graduate programs. OCLS staff are available approximately 62 hours per week throughout the calendar year. The OCLS online library provides 24/7/365 access to an array of resources accessible to the university's distance users via the internet. These services include:

- Online academic research databases, giving immediate utilization of full-text articles, books, case studies, reports, technical literature, reference resources, streaming media
- Time-sensitive delivery of journal articles, book chapters, and other supplementary materials not available online
- OCLS Librarians provide in-person onsite library instruction for students both in Marion and Indianapolis

- Personalized Search Plans (PSPs) customized to the researcher's topic, as well as Research Appointments (in-person, telephone, or via Zoom video call). PSPs are detailed research guides and are available in digital and print formats, depending on user needs. PSPs guide students to quality academic information and teach lifelong learning, research, and citation and documentation skills.
- Direct support for citation, documentation, and other APA writing style questions, as well as OCLS-funded individual subscriptions to APA's Academic Writer software tool
- Access to live and recorded library instruction through Zoom webinars and the OCLS Tutorials LibGuide, <https://indwes.libguides.com/tutorials/home>

Each of the seven OCLS Reference Librarians is a terminally degreed librarian committed to providing user-focused information literacy instruction and research support. OCLS Librarians hold administrative faculty rank and employ best practices and pedagogies to achieve student outcomes in a variety of contexts: one on one, in flexible onsite classroom spaces, and virtually through the OCLS website and other technology platforms. Students have direct access to OCLS' online library through the following URL: <https://ocls.indwes.edu/>

In addition to library-related resources, all faculty members have the option of having SPSS Statistics, version 24.0 for statistical analyses, nVivo 11.0 to support data analysis of faculty utilizing qualitative research methodologies, and Endnote X9. Divisional Graduate Assistants also have access to these data analysis resources. These resources are available to faculty and graduate assistants through the Institutional Technology Applications Catalogue.

Students have access to statistical packages through main campus computer labs and computers located at each divisional site.

The One Button Studio is a video production studio available for faculty, staff, and students. It simplifies the video production process, so that all users have to do is insert a thumb drive and push a button to begin recording. Possible uses of the One Button Studio include: rehearsing for class presentations or group projects; creating videos for online instruction, such as for Bright Space; creating videos for recruitment, training, or professional development; creating ePortfolio materials or video essays; practicing public speaking skills; recording a group interview or podcast; and developing video-recorded materials for research projects. The One Button Studio drastically simplifies the video production workflow for faculty, staff and students at IWU, eliminating several time-consuming steps. The end result is a studio experience that requires the bare minimum of time and effort while simultaneously providing a consistently high-quality result packaged on a thumb drive in a standard format video file. The One Button Studio is located on the lower level of the Jackson Library on the main campus of Indiana Wesleyan University in Marion, Indiana.

Finally, the university has provided the Division of Graduate Counseling, its faculty, staff, and students with the following computer assets:

Apple	MacBook Pro 13"	71679	C02RD0VNFVH4	Fuller, Jim
HP	EliteBook 745 G5	90300	5CG91905SQ	Norris-Brown, Candice
HP	EliteBook 745 G5	90314	5CG91905QJ	Warren, Sarah
HP	EliteBook 840 G1	70546	CNU425BG0H	Instructor/General Use
HP	EliteBook 840 G1	70601	CNU425BG46	Workroom
HP	EliteBook 840 G1	70629	CNU425BGGR	Student Worker
HP	EliteBook 840 G1	70643	CNU425BM6W	Bowman, Todd
HP	EliteBook 840 G1	70644	CNU425BM7G	Student Use
HP	EliteBook 840 G1	70669	CNU425BG04	Workroom
HP	EliteBook 840 G1	70688	CNU4279JQR	Student Worker
HP	EliteBook 840 G1	71048	5CG4474L3S	Workroom
HP	EliteBook 840 G1	71105	5CG44743H5	Student Use

HP	EliteBook 840 G2	71327	5CG5254LYJ	Student Use
HP	EliteBook 840 G2	71384	5CG5360WM4	Student Use
HP	EliteBook 840 G2	71392	5CG5355TL8	Student Use
HP	EliteBook 840 G2	71394	5CG5336DND	Student Use
HP	EliteBook 840 G2	71450	5CG5463MS1	Student Use
HP	EliteBook 840 G2	71487	5CG5526P20	Adjunct Use
HP	EliteBook 840 G2	71614	5CG5476PQD	Graduate Assistant
HP	EliteBook 840 G3	72425	5CG7191T63	Money-Brady, Jennifer
HP	EliteBook 840 G3	72458	5CG7191TKV	Moore, Brent
HP	EliteBook 840 G3	72714	5CG7341BBL	Thompson, Rob
HP	EliteBook 840 G3	80097	5CG6185NTQ	Justice, Judith
HP	EliteBook 840 G3	80551	5cg7062pdp	Davis, Erin
HP	EliteBook 840 G4	73337	5CG8115626	Atchison, Robert

HP	EliteBook 840 G5	90118	5CG84827CZ	Gerig, Mark
HP	EliteBook 840 G5	90124	5CG848275Z	Nicholas Williams, Denise
HP	EliteBook 8470p	67256	CNU2212C5P	Butler, Tanetra
HP	EliteBook 8470p	67612	CNU2280S21	Student Worker
HP	EliteBook 8470p	67703	CNU2280S36	Student Worker
HP	EliteBook 8470p	68637	CNU320B79Z	Myers, Julie
HP	EliteBook 8470p	68639	CNU320B79P	Student Worker
HP	EliteBook 8470p	70159	CNU350D0RY	Student Use
HP	EliteBook 850 G3	72232	5CG70926V4	Office Use
HP	EliteDesk 800 G1 SFF	70504	2UA42416YB	Myers, Julie
HP	EliteDesk 800 G1 SFF	71603	2UA5472MV0	Document Imaging
HP	EliteDesk 800 G2 SFF	72349	2UA7171X6V	Graduate Assistant
HP	EliteDesk 800 G2 SFF	80371	2UA64431W7	Miller, Libby

HP	EliteDesk 800 G2 SFF	80527	2UA70717HV	Osborn, Donald
HP	EliteDesk 800 G3 Mini 35W	90016	8CG84183WW	Butler, Tanetra
HP	EliteDesk 800 G3 SFF	72868	2UA7431V1H	Stoeckle, Nenetzin
HP Compaq	Elite 8300	67463	2UA22716H6	Document Imaging
HP Compaq	Elite 8300	67500	2UA22716GW	Front Desk

G. The institution provides technical support to all counselor education program faculty and students to ensure access to information systems for learning, teaching, and research.

The University Information Technology Department (UIT) provides an array of supportive services to faculty, staff and students. It is their mission to provide exceptional technology services through a collaborative approach that brings meaningful, innovative, and accessible solutions to the IWU community. An Informational Technology Organizational Chart presents a visual display of the array of services and staff support available through the IWU IT Department (see [Appendix 1.G.](#)).

UIT services include an IT Xpress help desk in the Student Center, a phone-based help desk accessible by all faculty, staff and students (ext. – 2209), and an Instructional Resource Center, which are all housed on our residential campus at Marion. The IT support team at IWU includes more than 15 full-time staff members dedicated to assisting students and faculty across the institution as they successfully navigate a collaborative learning experience. Extended hours of contact are offered, including weekends for students utilizing the Bright Space learning platform or other online learning technologies.

IT Client Services provides printing and technical support and consists of the following teams:

- Institutional Media & Technologies (IMT) – Audio/Visual and Classroom Technology Support

- IT Xpress – Authorized Apple Service Provider, Student Personal Computer Support
- Support Operations - Provides technology support for all of IWU. Teams include: Support Center, Desktop Support, and Configuration Management

The Institutional Media Technologies provides support for academic spaces. We are located in the lower level of the Jackson Library and are open during regular Library hours. Student workers cover the front desk providing media services support, phone support, and first tier level of technical response.

H. The institution provides information to students in the program about personal counseling services provided by professionals other than counselor education program faculty and students.

The Center for Student Success (CSS), located on the main campus, provides clinical counseling services for all IWU-Marion, School of Nursing (Pre-licensure and TTN), Occupational Therapy, and graduate counseling students. These services are provided by licensed professionals and graduate interns. Services are limited to 12 free counseling sessions per academic year and crisis support. The caveat for our students is that receipt of counseling services precludes their ability to apply for internship hours in Center for Student Success, since their privacy might be compromised as classmates serve as interns at the facility and might recognize them. For students who have been placed on our waiting list or who do not wish to pursue counseling with us, the we have an extensive list of community providers for referral. In addition, a list of community providers of local and regional services is available through the divisional offices. Availability of these services is communicated to student in the Divisional Student Handbook (see <https://www.indwes.edu/adult-graduate/programs/ma-counseling/files/Graduate-Student-Handbook-2019-2020-Revised-9-30-19.pdf>).

I. The institution provides adequate and appropriate access to counseling instruction environments (on or off campus) that are conducive to training and supervision of individual and group counseling. The counseling instruction environments include technologies and other observational capabilities as well as procedures for maintaining privacy and confidentiality.

Counseling instruction takes place in the classroom, Graduate Counseling Clinics (Marion and Indianapolis campuses), and off-campus practicum sites(for online students only), and internship sites. Development of counseling skills begins in the first semester of our programs as students conduct role plays with peers in CNS 503 Theories and Techniques of Counseling. In this and other courses, enrolled students

practice counseling skills in the classroom in triads or small groups under the tutelage of faculty.

The IWU Graduate Counseling Clinics operate in state-of-the-art facilities. Each clinic is housed in physically separate locations from faculty offices or classrooms. In addition, entrances to the clinics are separate from that of the faculty office suite and classrooms. The waiting rooms are large enough to accommodate incoming client traffic. Thus, the design of the clinical instruction facilities provides a comfortable and private environment for clientele.

Services are provided by practicum and internship students under the supervision of licensed and well-qualified mental health professionals. In addition, our entry-level students use clinic facilities and technology to complete skill-based assignments (e.g., CNS 503 Theories and Techniques of Counseling). Students conduct and record “role-play” sessions and, then, analyze and receive constructive feedback from faculty to facilitate counseling skill development.

Students have access to computers that is devoted exclusively for the purpose of reviewing stored sessions for their analysis and critique for professional growth and supervisory purposes. Faculty supervisors can access stored sessions on their office computers for supervisory purposes through application of a specially assigned clinic user name and password.

All sessions are recorded to ensure quality supervision and excellent care to the client. Each student seeing clients in the clinics receives weekly individual and group supervision that meets or exceeds CACREP and state licensure requirements. All faculty supervisors are trained at the master’s level or beyond, are licensed, and are practicing counselors.

The Marion Clinic contains five counseling rooms that comfortably accommodate individuals and couples. The Indianapolis Clinic contains six counseling rooms that are comparable and provide ample space for individual and couples counseling. These rooms possess the features described above. Sound screen apparatus are used when sessions are in-process to further insure privacy.

The Marion Clinic contains one room large enough to comfortably accommodate a group of up to ten persons. The Indianapolis Clinic contains two group rooms, each of which will accommodate up to ten persons. These rooms contain features described above, which insure privacy of client.

The clinics are equipped with one-way mirrors for observation of live sessions. In addition, small wall-mounted cameras and microphones are located in all counseling rooms. These are controlled by wall switch and are relatively inconspicuous to clients. With informed consent, sessions are recorded and digitally stored. Monitors located in the secured setting of the clinic technology rooms allow students and faculty to view live sessions in a secure setting. Technical apparatus for digital recording and storage of counseling sessions are housed in the separate technology room.

Procedures are in place to insure the confidentiality and legal rights of clients. These principles are infused in courses leading up to actual clinical experience coursework. We have developed an operations manual for our clinic, The Indiana Wesleyan University Clinic Intern and Practicum Procedure Manual (CIPPS) is available to all practicum and internship students, faculty, and faculty supervisors on the internal portal. This resource contains a vast array of documents that describe policies and procedures of our clinical experience components in detail. Specific policies and procedures addressed include confidentiality, legal rights of clients, management of clinic schedules, client files, collateral contacts with clients (e.g., telephone calls, faxes, release of information, etc.).

Additional policies and procedures are in place to ensure that client's confidentiality and legal rights are protected. We strive to insure that all clinic practices and procedures meet or exceed state and federal (e.g., HIPPA and FERPA) regulations. All viewing and technology rooms are kept locked with key access only. Access to the clinic is monitored and is used for clinic or counseling purposes only. All non-professional activities are not allowed in clinic space. For example, students, staff, and faculty alike are not allowed to use the clinic space as a shortcut passageway from faculty offices to classroom space. All file management tasks are completed inside the clinic or clinic work rooms. All clinic files are assigned a number. All internal communication regarding the files is done with these numbers rather than client names. Client files and session storage devices (e.g., flash drives, DVDs, or video tapes) are not allowed to be removed from the office. When being transferred from site to clinic, devices are transported to and from the site in a locked file cabinet. All digital client files are stored with three layers of protection: the locked clinic, locked file room, and locked file cabinet. Computers containing client files have three layers of password protection. All viewing of sessions or use of clinic for teaching purposes is granted by permission and is monitored by the Clinic coordinator or his designee. Informed consent forms are updated on an annual basis or as specific situations or wishes of client change. Documentation of counselor logs are completed inside the clinic or clinic work rooms. Client files are assigned clinic-related work, with the exception of initial requests for service, is restricted to the counselor work space in the clinic. This room also contains all active client records. This room and the client record file are kept locked with key access only. Site approval processes insure that off-campus locations can provide secure settings for counseling that insure client privacy and confidentiality.

THE ACADEMIC UNIT

- J. Entry-level degree specialty areas in Addiction Counseling; Clinical Mental Health Counseling; Clinical Rehabilitation Counseling; and Marriage, Couple, and Family Counseling consist of approved, graduate-level study with a minimum of 60**

semester credit hours or 90 quarter credit hours required of all students. Until June 30, 2020, Career Counseling, College Counseling and Student Affairs, and School Counseling specialty areas require a minimum of 48 semester hours or 72 quarter hours. Beginning July 1, 2020, all entry-level degree programs require a minimum of 60 semester credit hours or 90 quarter credit hours for all students.

The entry-level programs for Clinical Mental Health Counseling and Marriage and Family Counseling/Therapy require a minimum of 60 semester credit hours for degree completion. The School counseling program requires 48 semester credit hours. The official plans of study for each program are found in the appendices listed below:

- Program of Study – Clinical Mental Health Counseling – see [Appendix 1.J.a](#);
- Program of Study - School Counseling – see [Appendix 1.J.b](#).

K. The academic unit makes continuous and systematic efforts to attract, enroll, and retain a diverse group of students and to create and support an inclusive learning community.

The Division of Graduate Counseling makes a concerted effort to attract, enroll, and maintain a diverse group of students. The School Counseling program was successful in receiving \$200,000 in funding through the Lilly Foundation. A significant portion of these funds were designated for the recruitment and admission of minority students. To date, \$19,000 has been awarded from these funds. In addition, the programs are presently pursuing additional grant funding of up to \$650,000 through HRSA to support persons with disadvantaged backgrounds who are seeking admission.

The university has made a concerted effort to be an inclusive and diverse community of learners. This was a main project in the university's efforts in supporting the renewal of its accreditation through the Higher Learning Commission. In addition, it has established the Office of Inclusion and Diversity. The following link provides access to descriptions of mission, aspirational goals, programming, and additional resources to attract, enroll, and retain diverse students:
<https://www.indwes.edu/about/diversity/> .

Evidence regarding the success to retain racially/culturally diverse students is found in the tables below. The first presents retention data for the division in recent years. The second presents retention data regarding diverse populations over the same years. As can be seen, we have been only partially successful in retention efforts. In only one year did the retention rate for ethnic/racial minority students exceed that of the overall divisional rate of retention. It behooves the division to explore the basis for this differential and identify ways that increase retention rates of diverse students.

Table 1.K. – Retention of Graduate Counseling Students

Graduate Counseling Students							
Fall Term	Count of New Students	Still Enrolled One Year Later	Retention Rate	Count Graduated	Still Enrolled	Modified Cohort	Graduation Rate
2013	58	45	77.6%	39	1	57	68%
2014	77	63	81.8%	60	1	76	79%
2015	46	40	87.0%	36	2	44	82%
2016	55	39	70.9%	28	10	45	62%
2017	75	56	74.7%	20	39	36	56%
2018	92	70	76.1%				
Total	403	313	77.7%	183	53	258	71%

Ethnic/Racial Minority Masters Students							
Fall Term	Count of New Students	Still Enrolled One Year Later	Retention Rate	Count Graduated	Still Enrolled	Modified Cohort	Graduation Rate
2013	17	13	76.5%	9	0	17	53%
2014	15	11	73.3%	10	0	15	67%
2015	12	10	83.3%	8	0	12	67%
2016	9	7	77.8%	5	2	7	71%
2017	11	8	72.7%	1	7	4	25%
2018	18	11	61.1%				
Total	82	60	73.2%	33	9	55	60%

- L. Entry-level admission decision recommendations are made by the academic unit's selection committee and include consideration of each applicant's: (1) relevance of career goals, (2) aptitude for graduate-level study, (3) potential success in forming effective counseling relationships, and (4) respect for cultural differences.**

The Division of Graduate Counseling uses an all-electronic admissions and file process. All admission-related documents are stored and transferred electronically using Technolutions Slate. A rolling admission-decision making process is utilized.

The general process, for the admission process begins in the College of Arts and Sciences Department of Graduate School Admissions. All inquiries from

prospective students go to our designated Admissions Specialist, Laura Marine. Following this initial point of contact, each prospective applicant is assigned an IWU student file number. Documents throughout the application and admission process are in an electronic Technolution Slate file and placed in a queue. Throughout the admissions process, each applicant e-file moves through various admissions queues. Once the person is admitted into a program, the e-file becomes that person's academic file and is housed in the electronic files of the CAS Residential Academic Services. Electronic signatures on forms enables the applicant files to proceed throughout the admissions process.

Once all student application documents have been submitted, the electronic applicant files are transferred to the Divisional Administrative Assistants. The Administrative Assistants conduct an initial audit and evaluation of the applicant file, reviews all written documents for writing style, and completes the Candidate Initial Review Form (see [Appendix 1.L.a.](#)). Upon review of these materials, an initial decision by the Division Chair in collaboration with the Administrative Assistant on whether to deny admission at this point or invite the applicant for an interview.

Admission interviews are schedule with program directors or faculty members through the administrative assistants (interview queue). The interviewee is scheduled to meet either face-to-face or by online conferencing (e.g. Zoom) with the program director or faculty member for approximately 45 minutes to one hour. Applicants are required to complete two tasks prior to the interview. First, each applicant completes the Intellectual Virtues Scale (Baehr, 2015; see [Appendix 1.L.b](#)). Second, they are asked to write a spontaneous response to the following question:

Tell us about a specific situation in which you were involved in a basic disagreement with another person on a matter of belief, opinion, or value. What was the particular issue? How did you manage it, specifically tell us how you came about your decision to respond to the situation in that specific manner?

The interviews tend to be low-key and cover the following areas:

- Significant work experience
- Clarity of goals
- Commitment to specialization
- Commitment to IWU mission
- Adaptive Learning
- Decision making/Judgment
- Critical thinking
- Experience relating to persons who are culturally different
- Self-Awareness
- Setting Priorities

Ratings on each area are documented by each faculty committee member on the Criteria and Questions for Applicant Interview Evaluation Form (see [Appendix 1.L.c](#)). The faculty committee member also completes the Faculty Review Form (see [Appendix 1.L.d](#)). These forms are sent to the Division Chair for review (i.e., placed in the Final Decisions queue). Final admission decisions are communicated by the chair's electronic signature on the Graduate Admission Form (see [Appendix 1.L.e](#)). The completed form is forwarded to the College of Arts and Sciences Records Office, where the official admission letter is issued. At this point, the admitted student's applicant file is considered the student's academic file.

The following applicant characteristics are taken into consideration as part of the admissions process:

- (1) relevance of career goals – As noted in [Appendix 1.L.c](#), all applicants are asked, respond to questions regarding their career goals and extent to which these are a good fit with the program for which they are seeking admission;
- (2) aptitude for graduate-level study – Evidence of aptitude for graduate-level study used in admission decisions includes previous undergraduate and graduate GPA and the letters of recommendation received from academic references;
- (3) potential success in forming effective counseling relationships – Evidence for success in forming effective relationships is gained through evaluation of the applicant's performance in the applicant interview and in their responses to specific questions asked in the interview.
- (4) respect for cultural differences - As noted in [Appendix 1.L.c](#), all applicants are asked, respond to questions which they discuss specific situations where they were relating persons from a difference culture. Specifically, they are asked "Describe a recent situation where you were interacting with a person or persons culturally or ethnically different than you. What did you do specifically to relate adequately to them?" Their responses are evaluated on a Likert scale.

M. Before or at the beginning of the first term of enrollment in the academic unit, the program provides a new student orientation during which a student handbook is disseminated and discussed, students' ethical and professional obligations and personal growth expectations as counselors-in-training are explained, and eligibility for licensure/certification is reviewed.

All newly admitted students are required to take CNS 500 New Student Orientation prior to beginning their program of study. This course is offered in an online format, which allows all students to complete the course at their convenience and regardless of the delivery system modality or site of their particular program. It consists of two workshops that deliver critical content and related learning activities. A

third component contains various entrance exams. The syllabus for this course can be found in [Appendix 1.M.a](#).

The intended purpose of the New Student Orientation is to provide all incoming students with a uniform experience that gives them the opportunity to get to know the students in their program, gain an understanding of the university structures and policies as they relate to the Division of Graduate Counseling Programs, become acquainted with Indiana Wesleyan University's learning management system, gain an understanding of the policies and procedures of the IWU Graduate Counseling Division and their individual program of study.

This orientation is worth zero credit hours, but must be completed in its entirety in order to proceed. With the course activity statistics available through the learning management system (LMS; BrightSpace), faculty are able to monitor the extent of time each student has engaged in each assigned course-related activity, thus insuring that students do in fact complete the course in its entirety. The goals of all assignments in this orientation are to assist students in being prepared and successful throughout their program. Specifically, the student learning outcomes (SLOs) for Workshop One are:

- A. Navigate and use the various elements of Indiana Wesleyan University's learning management system to complete your academic program.
- B. Setup and use your Indiana Wesleyan University Email to communicate with your faculty and colleagues.
- C. Prepare and submit autobiography to discussion board and read and respond to your peer's autobiographies.
- D. Review Microsoft (MS) Word™, Microsoft Excel™, and Microsoft PowerPoint™ for use in most your assignments and complete a tutorial if not familiar with these tools.
- E. Become familiar with Off-Campus Library Services (OCLS)..
- F. Review available resources for writing in APA Style, 6th edition. This is the format required for all written assignments in the Division of Graduate Counseling.
- G. Discuss plagiarism and how to avoid it in academic work.

The specific SLOs for Workshop Two are:

- A. Find and utilize of the Division of Graduate Counseling policies. You will need to sign the form that you have read the Student Handbook.
- B. Review suggested Course Sequence for your specialization.
- C. Register for classes and read about prerequisites that you might need.
- D. Understand requirements of practicum and internships.

- E. Familiarize yourself with specific professional associations, certification, and licensure.
- F. Understand student progression and program evaluations.
- G. Know how to get your books
- H. Be oriented with the MFT/C program
- I. Understand Financial Aid
- J. Know about other important processes and resources available to you
- K. Learn about our Facebook page
- L. Learn about Chi Simga Iota and Delta Kappa

The table below presents data obtained from our Spring and Fall 2019 New Student Entry Survey. Responses to question #5 allow newly matriculated students to evaluate the extent to which the online New Student Orientation helped to prepare them for graduate study in their program.

5) How well did the New Student Orientation (NSO) prepare you for class?

#	Question	Strongly Prepared		Somewhat prepared		Not at all prepared		Total
1	Understand Learning Studio	54.29%	19	40.00%	14	5.71%	2	35
2	Understand tools and resources in online learning	71.43%	25	25.71%	9	2.86%	1	35
3	Understand finances	40.00%	14	54.29%	19	5.71%	2	35
4	Understand time commitment	48.57%	17	42.86%	15	8.57%	3	35
5	Smoother enrollment process	62.86%	22	34.29%	12	2.86%	1	35
6	Over all information for starting class	62.86%	22	31.43%	11	5.71%	2	35

- N. The student handbook includes (1) the mission statement of the academic unit and program objectives, (2) information about professional counseling organizations, opportunities for professional involvement, and activities appropriate for students, (3) matriculation requirements, (4) expectations of students, (5) academic appeal policy, (6) written endorsement policy explaining the procedures for recommending students for credentialing and employment, and (7) policy for student retention, remediation, and dismissal from the program.

Our Division of Graduate Counseling Student Handbook is now an e-document and is available to the public on the divisional webpage. The current 2019-2020 Student Handbook may be viewed by using the following link:

https://www.indwes.edu/adult-graduate/programs/ma-counseling/_files/Student-Handbook-2019-2020-Revised-9-30-19.pdf . The handbook includes: (a) Profiles of full-time and part-time\adjunct faculty; (b) University information and policies; and (c) Division of Graduate Counseling policies and procedures. This includes:

1. The mission statement of the academic unit (p. 32) and program objectives (see Clinical Mental Health Counseling – p. 40; School Counseling – p. 47);
2. Information about professional counseling organizations, opportunities of professional involvement, and activities appropriate for students (pp. 66-70);
3. Matriculation requirements (p. 33);
4. Expectations of students (pp. 21-23; 34-35);
5. Academic appeal policy (pp. 23-25);
6. Written endorsement policy explains procedures for recommending students for credentialing and employment (p. 65)
7. Policy for student retention, remediation, and dismissal (pp. 34-35);

Students are provided links to this document in the CNS 500 New Student Orientation course and are required to sign a Reading Verification Form, which indicates the student's confirmation of having read the document.

O. Counselor education programs have and follow a policy for student retention, remediation, and dismissal from the program consistent with institutional due process policies and with the counseling profession's ethical codes and standards of practice.

As noted in a previous section, our programs clearly communicate and follow policies for student retention, remediation, and dismissal. These are consistent with the institutions due process policies and the ethical codes of AMHCA, ASCA, and ACA. The following is the statement of student retention as found in the university catalogue, programs' webpages, and student handbook (see, for example, the Divisional Student Handbook, p. 34 -https://www.indwes.edu/adult-graduate/programs/ma-counseling/_files/Student-Handbook-2019-2020-Revised-9-30-19.pdf).

Student and Program Evaluation Policy

Students are evaluated by faculty upon completion of their initial nine hours of graduate study. This evaluation includes: current GPA, performance on specific courses and assignments in relation to stated student learning outcomes, written and communication skills, and overall style of interactions with faculty, staff, and peers within the program. In addition, students are

evaluated by a core faculty member prior to the beginning of the practicum class. This evaluation includes: ability to perform a basic listening skills sequence and establishment of therapeutic relationships, appropriate responses to supervision, and basic conceptualization of clients in their caseloads. Students are evaluated again during their final internship. This evaluation includes: evaluation of the student's counseling skills including assessment, diagnosis, and treatment of clients, record keeping, information and referral, and familiarity with professional activities and resources. These evaluations are used to identify specific strengths and weaknesses and readiness to enter the counseling field. In addition, students must successfully complete comprehensive exams for the core curriculum, program, and multicultural proficiency.

To remain in good standing within the program, students are expected to maintain specific academic and professional standards. Students must maintain a cumulative GPA of at least 3.0. Furthermore, all course grades must be "C" or above. Students whose cumulative GPA falls below 3.0 will be placed on academic probation. Furthermore, students may be suspended from the program if their cumulative GPA is not 3.0 or above upon completion of the following semester.

Students may choose to not register for one semester and remain in good standing. However, if a student does not register for two or more consecutive semesters, he or she will be considered inactive. In such cases, students must seek readmission in order to resume work in the program.

Coursework, practicum and internships provide both students and faculty opportunities to determine "professional goodness-of-fit." In addition to assessing academic performance, faculty utilize these times to evaluate students' suitability for the counseling profession. Students who do not possess characteristics deemed as essential for counselors will be asked to develop, in collaboration with faculty, remedial plans of correction. Such plans might include referrals for individual counseling to address specific identified issues. In cases where remedial plans are unsuccessful or inappropriate, the student will be asked to withdraw from the program. In such cases, career services will be made available to assist such persons in finding a more appropriate vocational direction.

Student Code of Conduct

Students admitted to the Graduate Studies in Counseling at Indiana Wesleyan University are expected to behave in a professional and ethical manner. Failure to conform to acceptable standards of behavior in classes, practicum or internships is considered cause for disciplinary action, which may include educative advisory or warning, development and implementation of a

remedial plan, or dismissal from the program. Once admitted to the program, non-academic cause for disciplinary action includes, but is not limited to:

1. Behavior that is prohibited under the ethical standards and practices of the American Counseling Association (ACA), American Mental Health Counselors Association (AMHCA), NAADAC/IAAP, American Association of Marriage and Family Therapy (AAMFT), American School Counselors Association (ASCA) National Association of Student Personnel Association (NASPA), Association of College Personnel Administrators (ACPA) and/or the Counselor Licensure laws in the state of Indiana.
2. Indecent or malicious behavior and disrespect directed toward instructors, supervisors, administrators or fellow students; use of profanity or verbal/physical intimidation toward others; failure to follow reasonable instructions; or any form of sexual harassment.
3. Use of deceit or fraud, academic or otherwise, to gain admission to or in any activity within the program.
4. Conviction of a felony (e.g., offenses involving possession, sale or consumption of a controlled substance, sexual transgression).
5. Conviction for a misdemeanor offense committed during or related to the practice of any counseling procedure or activity.

Evidence of program compliance with these policies is provided in [Appendix I.O.](#) This appendix contains several documents that record specific instances of student-related concerns and the process taken by the division toward their remediation.

P. Students in entry-level programs have an assigned advisor at all times during the program who helps them develop a planned program of study.

Newly admitted students are assigned within two or three weeks following the admission decision and are notified of this assignment in the official letter of admission they receive. An example of this notification is provided in [Appendix I.P.](#), which contains a sample Letter of Acceptance into a program.

Q. The academic unit makes continuous and systematic efforts to recruit, employ, and retain a diverse faculty to create and support an inclusive learning community.

Indiana Wesleyan University is quite intentional in being an institution characterized as a welcoming, diverse, and inclusive community of learners. This was the primary theme of focus in the institution's self-study for renewal of its accreditation with the Higher Learning Commission. Evidences that demonstrate this

intention and its expression can be found by viewing the webpage of The Office for Diversity and Inclusion (<https://www.indwes.edu/about/diversity/>). Additional evidence is found by viewing web-based content located on the IWU Human Resources/Employment Opportunities page (<https://www.indwes.edu/about/offices/hr/employment>). All hiring practices comply with the institution's Non-discrimination Policy :

It is the policy of Indiana Wesleyan University to maintain a work environment free from all forms of unlawful discrimination. Accordingly, the University affords equal opportunity to all employees and prospective employees without regard to race, color, sex, national origin, age, disability, genetic information or veteran status. As a religious educational institution operating under The Wesleyan Church, Indiana Wesleyan University is permitted under the exemptions set forth in Title VII of the Civil Rights Act of 1964 to prefer employees on the basis of religion.

(<https://www.indwes.edu/about/offices/hr/non-discrimination-policy>)

The Division of Graduate Counseling has sought to recruit, employ, and retain a diverse faculty. This expressed desire to recruit and employ diverse faculty is written into divisional job postings. An example of a recent posting is found in [Appendix I.Q.](#) the demographic characteristics of current full-time faculty reflect partial success in attaining the goal of diversity. The table below reflects the gender and race/ethnic diversity of full-time divisional faculty:

Demographic Characteristic	Identity/Frequency
Gender	Male – 7 Female - 7
Race/Ethnicity	African-American – 2 Hispanic – 1 Caucasian - 11

- R. The academic unit has faculty resources of appropriate quality and sufficiency to meet the demands of the program. For entry-level programs, the academic unit must employ a minimum of three full-time core counselor education program faculty members who teach in the entry-level program. Core counselor education program faculty may only be designated as core faculty at one institution.**

The table below lists the names and status of all full-time faculty serving the Division of Graduate Counseling. We designate 13 full-time faculty as having core status and one full-time faculty person as non-core.

Faculty Name	Status (core/non-core)
Atchison, Rob	Core
Bowman, Todd	Core
Davis, Erin	Non-Core
Fuller, James	Core
Gerig, Mark	Core
Justice, Judith	Core
Money-Bracy, Jennifer	Core
Moore, Brent	Core
Norris-Brown, Candice	Core
Osborn, Donald	Core
Stoeckle, Nenezin	Core
Thompson, Rob*	Core
Warren, Sarah	Core
Williams, Denise	Non-core

* grandfathered in as core. More than one year of experience teaching in Graduate Counseling in Student Development

- S. To ensure that students are taught primarily by core counselor education program faculty, for any calendar year, the combined number of course credit hours taught by non-core faculty must not exceed the number of credit hours taught by core faculty.

The CACREP Liaison monitors the extent to which the core faculty deliver more credit hours than non-core faculty. This data is reported to the divisional chair and is taken into consideration by the chair when assigning faculty to courses to insure that programs maintain compliance with this standard. Data below reflects the total number of credit hours delivered in 2018-2019 to students in the CMHC and SC students. As noted below, core faculty delivered more credit hours than non-credit hours in the year and each semester.

Semester	CMHC		SC	
	Core	Non-Core	Core	Non-Core
Fall 2018	891	624	615	507
Spring 2019	1002	720	585	573
Summer 2019	285	186	168	216

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Totals	2178	1530	1368	1296
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T. For any calendar year, the ratio of full-time equivalent (FTE) students to FTE faculty should not exceed 12:1.

The CACREP Liaison monitors the extent to which the student to faculty ratio in accredited programs is in compliance with CACREP standards. This data is reported to the divisional chair and is taken into consideration by the chair when advocating for faculty hires and the enrollment caps placed on divisional courses. Data below reflects the student to faculty ratios by program for the 2018-2019 academic year. As noted below, each program is well within the prescribed 12:1 student to faculty ratio. Similar ratios have been noted for all academic years since our last self-study.

Academic Year 2018-2019	CMHC	SC
Student FTE	137.33	99.33
Faculty FTE	16.86	12.86
Student/Faculty Ratio	8.15 / 1	7.72 / 1

U. The teaching and advising loads, scholarship, and service expectations of counselor education program faculty members are consistent with the institutional mission and the recognition that counselor preparation programs require extensive clinical instruction.

A full-time teaching load Division of Graduate Counseling faculty is 21 credit hours per academic year. This is the standard full-time faculty load for all masters-level graduate programs at Indiana Wesleyan University. The Faculty Load Report for 2018-2019 is reported in [Appendix I.U.](#) We note that the College of Arts and Sciences pro-rates faculty load based on course enrollment. Specifically, a faculty person may be assigned a three credit semester hour course, but be awarded 2.5 credit hours of load if that course is under-enrolled. This information is provided to explain why decimals appear in the load reports. The table below summarizes the teaching loads of core faculty.

Faculty Name	Teaching Load	Administrative Load	Research Load	Total Load
Rob Atchison	15.6	17	0	31.6

Todd Bowman	25	0	0	25.0
Jim Fuller	12	0	10.5	22.5
Mark Gerig	23	3	6	32.0
Judith Justice	30.08	0	0	30.08
Jennifer Money-Brady	30	0	0	30.0
Brent Moore	27	0	0	27.0
Candice Norris-Brown	30.6	0	0	30.6
Don Osborn	27.9	0	0	27.9
Nenetzin Stoeckle	18	9	0	27.0
Rob Thompson	18.8	3	0	21.8
Sarah Warren*	6	0	0	6.0

* served as adjunct in 2018-2019 academic year

As can be seen from the data provided in **Appendix I.U.**, faculty load is unevenly distributed. In addition, eight out of the 11 core faculty teach carry contracted loads above the 21-hour standard.

Faculty responsibilities for the supervision of student research is relatively light and is not calculated into faculty loads. Rather than being given load, faculty are reimbursed with stipends for their supervision of student masters' theses.

V. Clerical assistance is available to support faculty/program activities and is commensurate with that provided for similar graduate programs.

Two full-time administrative assistants are assigned to the Division of Graduate Counseling. Julie Myers serves at the Marion campus; Tanetra Butler serves at the Indy-West. In addition, Elizabeth (Libby) Miller, serves as a part-time secretary at the Marion site.

FACULTY AND STAFF

Tables below contain the qualifications and credentials of divisional faculty. Data from these tables was derived from faculty vita (see [Appendix 1.R](#)) and are used to inform responses to standards I.W.-Y. below.

W. Core counselor education program faculty have earned doctoral degrees in counselor education, preferably from a CACREP-accredited program, or have related doctoral degrees and have been employed as full-time faculty members in a counselor education program for a minimum of one full academic year before July 1, 2013.

Evidence of the degrees earned and years of teaching experience in counselor education programs for each of the core faculty members is found in the table below. It can be noted that eight of the twelve core faculty have doctoral degrees in counselor education. Four faculty have doctoral degrees in related disciplines and demonstrate teaching in counselor education programs for a minimum of one academic year prior to July 1, 2013.

Core Faculty Name	Doctoral Degree	Years of Teaching in Graduate Counselor Programs
Atchison, Rob	Ph.D., Counselor Education and Supervision, 2015	10 years
Bowman, Todd	Ph. D., Counseling Psychology, 2007	11 years
Fuller, James	Ph. D., Counselor Education, 1994	27 years
Gerig, Mark	Ph.D., Counselor Education, 1991	19 years
Justice, Judith	Ed.D., Child, Youth, and Family Studies, 2003	14 years
Money-Brady, Jennifer	Ed. D., Counselor Education, 2018	5 years
Moore, Brent	Ph.D., Psychology, 2010	7 years
Norris-Brown, Candice	Ph.D., School and Guidance Counseling, 2011	8 years
Osborn, Donald	Ph.D., Guidance and Psychological Services (Counselor Education and	27 years

	Clinical Supervision specialization), 2013	
Stoeckle, Nenetzin	Ph.D., Marriage and Family Therapy, 2007	12 years
Thompson, Rob	Ph.D., Educational Leadership/Administration, 2002	10 years
Warren, Sarah	Ph.D., Counselor Education, 2017	2 years

- X. Core counselor education program faculty identify with the counseling profession (1) through sustained memberships in professional counseling organizations, (2) through the maintenance of certifications and/or licenses related to their counseling specialty area(s), and (3) by showing evidence of sustained (a) professional development and renewal activities related to counseling, (b) professional service and advocacy in counseling, and (c) research and scholarly activity in counseling commensurate with their faculty role.**

Evidence for core faculty identification with the counseling profession through (1) sustained memberships in professional counseling organizations, and (2) maintenance of certifications and/or licenses is provided in the table below. Further verification can be found by reviewing each of the faculty member's curriculum vitas (please see [Appendix 1.R.](#) to access faculty vitae).

Core Faculty Name	Sustained Memberships	Licenses and Certifications
Atchison, Rob	Christian Association for Psychological Studies <i>Member since 2015</i> Delta Kappa Xi <i>Member since 2015</i> American Association for Marriage and Family Therapy - <i>Clinical Member since 2014</i> Indiana Association for Marriage and	LMFT – IN; NCC; AAMFT-Approved Supervisor

	<p>Family Therapy <i>Member since 2008</i> American Counseling Association <i>Member since 2014</i> Association for Counselor Education and Supervision <i>Member since 2014</i> North Central ACES <i>Member since 2015</i></p>	
Bowman, Todd	<p>Kansas Counseling Association, 8/08-Present; Christian Association for Psychological Studies, 4/07-Present 8/08-8/11, ACA, 2015-2017; 2008-2011</p>	LCPC - Kansas
Fuller, James	<p>American Mental Health Counselors Association American Counseling Association Association for Counselor Education and Supervision Chi Sigma Iota, IWU Chapter. Indiana Counseling Association</p>	<p>LMHC – IN NCC; Board Certified Coach (BCC)</p>

	American Association for Christian Counselors	
Gerig, Mark	American Mental Health Counselors Association; American Counseling Association; Association of Counselor Education and Supervision; ASERVIC; ICA/IMHCA; Christian Association for Psychological Studies; American Psychological Association	LMHC – IN; Licensed Psychologist – MI
Justice, Judith	American Counseling Association; Counselors for Social Justice; Association Counselor Educators and Supervisors; American School Counselors Association; Christian Association of Psychological Studies; Indiana Counseling Association Indiana School Counselors Association	LMHC – IN; LSC – IN

Money-Brady, Jennifer	Indiana School Counselor Association American School Counselor Association American Counseling Association Association of Counselor Education and Supervision Association for Specialists in Group Work National Board of Certified Counselors Chi Sigma Iota Counseling Academic & Professional Honor Society International- Alpha Upsilon Alpha Chapter	LSC – IN; NCC; FEMA Community Responder 2016; Trauma Based- Cognitive Processing Therapy 2016; Distanced Credentialed Counselor 2012 National Certified Counselor 2010 Grief Counselor Certification
Moore, Brent	Association for Play Therapy; American Counseling Association – Missouri; American Counseling Association; Association for Counselor Education and Supervision; Kansas Counseling Association;	LPC; Registered Play Therapist

	American Psychological Association; Christian Association for Psychological Studies;	
Norris-Brown, Candice	American School Counseling Association Georgia School Counseling Association American Counseling Association Association for Specialist in Group Work Association for Counselors and Social Justice Association for Spiritual, Ethical and Religious Values in Counseling Southern Associations for Counselor Educators and Supervision (SACES)	LPC; NCC; Certified School Counselor
Osborn, Donald	American Association of Marriage and Family Therapy (AAMFT); Indiana Association of Marriage and Family Therapy (IAMFT); American Counseling Association (ACA);	LMHC; LMFT; LCSW; LCAC; MAC

	Association for Counselor Education and Supervision (ACES); National Association of Alcohol and Drug Abuse Counselors (NAADAC); Indiana Association of Addiction Professionals (IAAP)	
Stoeckle, Nenetzin	American Association of Marriage and Family Therapists; Indiana Association of Marriage and Family Therapists; American Counselor Association; Association of Counselor Education and Supervision; International Association of Marriage and Family Counselors; Indiana Counseling Association; Christian Association for Psychological Studies	LMFT; AAMFT-Approved Supervisor
Thompson, Rob	American Association for Higher Education	n/a

	(AAHE); Association of Christians in Student Development (ACSD) American Counseling Association (ACA) Association for the Study of Higher Education (ASHE) National Association of Student Personnel Administrators (NASPA) American College Personnel Association (ACPA)	
Warren, Sarah	American Association of Marriage and Family Therapy; American Counseling Association; Association for Addiction Professionals (NAADAC)	LMFT – IN LCAC

Additional evidence of the professional identity of core faculty is seen in their respective (a) professional development/renewal, (b) service and advocacy activities, and their (c) research and scholarly activity. A summary of this evidence is provided in the tables below. Further verification can be found by reviewing each of the faculty

member's curriculum vitas (please click on the faculty member's name to access their respective vita).

(a) Professional Development/Renewal

Faculty Name	Professional Activity: Development/Renewal
Rob Atchison	Attends numerous counseling-related regional, state, and national conferences; Neurofeedback training
Todd Bowman	Attends numerous counseling-related regional, state, and national conferences
Jim Fuller	Attends numerous counseling-related regional, state, and national conferences
Mark Gerig	Attends numerous counseling-related regional, state, and national conferences; Neurofeedback training
Judith Justice	Attends numerous counseling-related regional, state, and national conferences
Jennifer Money-Brady	Attends numerous counseling-related regional, state, and national conferences
Brent Moore	Attends numerous counseling-related regional, state, and national conferences
Candice Norris-Brown	Attends numerous counseling-related regional, state, and national conferences
Donald Osborn	Attends numerous addiction counseling-related conferences; NAADAC President; State Licensure Board (incl. past President); Neurofeedback training
Nenetzin Reyes	Attends numerous counseling-related regional, state, and national conferences
Rob Thompson	Attends numerous state and national professional student development conferences
Sarah Warren	

(b) Service and Advocacy Activities

Faculty Name	Professional Activity: Service and Advocacy
Rob Atchison	Yearly attendance at ACA, AAMFT, ACES, CAPS/ IAMFT President Elect, Presentation at ACES and ISCA this year
Todd Bowman	Past President- Counseling and Counselor Education Community- Christian Association for Psychological Studies; Past President- Kansas Association for Counselor Educators and Supervisors; Past President- NE Kansas Counseling Association; Two chapters written in Counseling Techniques- John Thomas, editor
Jim Fuller	AACC Conferences (every other year for past 10 years) AMHCA Conference (every year for past 6 years) ACA (when it doesn't conflict with IWU responsibilities)
Mark Gerig	IMHCA President/ICA Liaison; AMHCA Professional Credentialing Committee; Advocacy for Recent State and National Legislative Concerns (e.g., LMHC-A; Medicare; Right to Independently Diagnosis)
Judith Justice	Conference participation with ACA, ASCA, ICA, ISCA, ACES, CAPS, Mental Health in Schools
Jennifer Money-Brady	ISCA Treasurer, Member of Board of Directors; ICA Representative; Brooke's Place Grief Facilitator; ASCA RAMP Reviewer; Indiana Gold Star Advisory Committee for the Department of Education
Brent Moore	April, 2019- Kansas Association for Play Therapy, Overland Park, KS April, 2019- Missouri Career Development Association, Independence, MO April, 2019- American Counseling

	<p>Association of Missouri, Independence, MO</p> <p>March, 2019- Christian Association for Psychological Studies, Dallas, TX</p> <p>September, 2018- American Counseling Association, Midwest Region Institute for Leadership, Sioux Falls, SD</p> <p>September, 2018- Disaster Response Workshop, Williamsburg, KS</p> <p>April, 2018- Christian Association for Psychological Studies, Norfolk, VA</p> <p>March, 2018- American Counseling Association of Missouri, Lake Ozark, MO</p> <p>March, 2017- Christian Association for Psychological Studies, Chicago, IL</p> <p>March, 2017- American Counseling Association of Missouri, Lake Ozark, MO</p> <p>September, 2016- Disaster Response Workshop, Overland Park, KS</p> <p>April, 2016- American Counseling Association of Missouri, Jefferson City, MO</p> <p>March, 2016- Christian Association for Psychological Studies, Pasadena, CA</p>
Candice Norris-Brown	<p>Presented at the Association for Specialists in Group Work National Conference,</p> <p>Presented at the 2018 Black Mental Health Symposium,</p> <p>Presented at the Southern Association for Counselor Education and Supervision, Advocating for Access and Equity</p> <p>Presented at Griffin RESA's Culturally Responsive Schools Drive-in,</p> <p>Multicultural Competence in Supervision.</p> <p>Presented at LPCGA Clinical Supervision Atlanta, GA.,</p> <p>Presented at New School Counselor: In It to Win It Conference Middle Georgia State,</p> <p>Advocating for Access and Equality for African American Male Youth in Local</p>

	Schools. 2019 GSCA Annual Conference, Augusta, GA.,
Don Osborn	Attend relevant conferences and workshops
Nenetzin Stoeckle	Attended AAMFT and CAPS
Rob Thompson	IWU Faculty Academy on Belonging IWU Faculty Research Group Various campus training modules (FERPA, Active Shooter, Cyber Security) Attended State and National Professional Conferences
Sarah Warren	Attended NITOP (National Institute on the Teaching of Psychology)

(c) Research and Scholarly Activities

(d) Faculty Name	Professional Activity: Research and Scholarship
Rob Atchison	Working on manuscript for attachment related responses by military personnel to their pre-school aged children, also working on data collection for understanding aesthetics in a counseling clinic
Todd Bowman	Publications: Reclaiming Sexual Wholeness: An Integrative Christian Approach to Sexual Addiction Treatment (due out 2020); Two book chapters in John Thomas' Counseling Techniques textbook, published 2018); Presentations: various conferences
Jim Fuller	The Sincera Project, program designed to help those in or entering their third-third of life to find meaning and purpose in that life phase.

Mark Gerig	Textbooks; Peer-reviewed articles; State and National Conference Presentations
Judith Justice	Human Sex Trafficking of Youth; School Safety (preventing school shootings); Counseling Families of Adoption; Play Therapy;
Jennifer Money-Brady	State and National Conference Presentations; Emerging Scholars Award Research winner; ACES Leadership Position Paper; School Safety Research
Brent Moore	<p>Moore, B., & McDonnell, H., April 5, 2019. Implementing emotional intelligence strategies within education settings in conjunction with cognitive behavioral therapy techniques. Missouri Career Development Association, Annual Conference, Independence, MO.</p> <p>Moore, B., April 4, 2019, Ethics in professional counseling. American Counseling Association of Missouri, Annual Conference, Independence, MO.</p> <p>Moore, B., Sells, J., Holeman, V., Sartor, D., & O'Brien, E., March 22, 2019, Bracketing and harmonious disagreement: Panel engagement. Christian Association for Psychological Studies, Annual Conference, Dallas, TX.</p> <p>Satterlee, M., Romig, C. A., White, A., Holeman, V. T., Seegobin, W., & Moore, B., April 14, 2018, A firm foundation: Helping clinicians in training develop a solid theoretical base. Christian Association of Psychological Studies, Annual Conference, Norfolk, VA.</p> <p>Moore, B., & DeMasters, R., March 10, 2018, Issues in counseling and ethics. American Counseling Association of Missouri, Annual Conference, Lake Ozark, MO.</p>

	<p>Moore, B., March 8, 2018, Ethics in professional counseling (3 hours). American Counseling Association of Missouri, Annual Conference, Lake Ozark, MO.</p> <p>Moore, B., Cochneuer, A., Hill, K., & Kariotis, A., March 8, 2018, Play therapy: It's not just for kids. American Counseling Association of Missouri, Annual Conference, Lake Ozark, MO.</p> <p>Moore, B., & Goris, A., March 31, 2017, Studying abroad to fulfill social and cultural diversity competencies in CACREP-accredited programs. Christian Association of Psychological Studies, Annual Conference, Chicago, IL.</p> <p>Moore, B., Polk, A., & Seymour, E., March 18, 2017, Understanding and monitoring counselor wellbeing in grief work. American Counseling Association of Missouri, Annual Conference, Lake Ozark, MO.</p> <p>Moore, B., March 17, 2017, A practitioner's guide to resolving ethical dilemmas. American Counseling Association of Missouri, Annual Conference, Lake Ozark, MO.</p> <p>Moore, B., Polk, A., & Goris, A., April 15, 2016, Self-care in a world filled with diversity. American Counseling Association of Missouri, Annual Conference, Jefferson City, MO.</p> <p>Moore, B., March 10, 2016, When connection has a shelf life: How to connect and disconnect the supervisory relationship. Christian Association for Psychological Studies, Annual Conference, Pasadena, CA.</p>
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	<p>Frye, T., Moore, B., & Johnson, T., March 10, 2016, iRelationships: A look at how technology is impacting relationship connection. Christian Association for Psychological Studies, Annual Conference, Pasadena, CA.</p> <p>Moore, B. & Goris, A., March 22, 2019, Experiencing Christian and psychological integration abroad: A Nigerian connection, Christian Association for Psychological Studies, Annual Conference, Dallas, TX.</p> <p>Gonzalez-Bravo, J., Moore, B., Hiestand, T., Humphrey, B, Kelley, M, Frye, T., & Murphy, M., April 5, 2017, Pioneering professors—Strategies to promote a culture of scholarship, Week of Scholarship, Olathe, KS.</p> <p>2018: Completed the Association for Play Therapy’s Leadership Academy (6-month training program)</p> <p>Moore, B. N. (2020, in press). The dark web: cybersex in the 21st century. In T. Bowman (Ed.) Reclaiming sexual wholeness.. New York: Zondervan/Harper Collins</p>
Candice Norris-Brown	Multimodal, Multicultural Group Counseling for College Preparedness; Sexual Decision-Making and African American Female Adolescents
Don Osborn	<p>Consultant and Speaker.</p> <p>Assisted in behavioral health legislation.</p>
Nenetzin Stoeckle	none at this time
Rob Thompson	<p>Presented workshops at ACSD Annual Conference on Gender and on Sexual Identity</p> <p>Presented two workshops at 2019 Day of</p>

	Courageous Conversations (Gender and Sexual Identity)
Sarah Warren	none at this time

X. Within the structure of the institution’s policies, the core counselor education program faculty have the authority to determine program curricula and to establish operational policies and procedures for the program.

The Division of Graduate Counseling has proper authority to determine the curricula and related operational policies and procedures of its programs within the context of College of Arts and Sciences and Graduate School. All program faculty have authority for determining program curricular within the division. Program Directors of each program are given responsibility to oversee program-related curricula and serve as liaisons in representing subarea trends to the division.

Divisional meetings are conducted the first and third Mondays of every month. Matters related to divisional policies and procedures, program evaluation, and curricular offerings and design are discussed at these meetings. Evidence reflecting the authority of program over curriculum, policy and procedure can be found in the record of Divisional Faculty Meeting Minutes. [Appendix I.Ya](#) and [Appendix I.Yb](#) provide contain copies of such meeting minutes and illustrate the extent to which program faculty exert authority in matters such as mission statements, curriculum development, intensives in online courses, and removing prerequisites from course descriptions.

The division reports to the College of Arts and Sciences (CAS) and the Graduate School in matters of curriculum and policy. Final approval of new courses and programs is the responsibility of CAS. The Graduate School acts as an advisory body and insures that all program offerings, policies, and procedures align with Graduate School policy. The CAS

New Course and Program Proposal forms demonstrates the role that programs play within the university structure in the development of new courses and programs (see [Appendix I.Y.c](#) – New Course Development Form and [Appendix I.Y.d](#) – New Program Development Form; link).

Z. Non-core faculty may be employed who support the mission, goals, and curriculum of the counselor education program. They must have graduate or professional degrees in a field that supports the mission of the program.

All non-core and adjunct faculty serving as instructors or supervisors have graduate degrees that support the mission of the program in which they teach. Curriculum vitae for non-core and adjunct faculty can be accessed by using the following link: [Non-Core Faculty Vitae](#). The table below lists all non-core, adjunct faculty who have taught in the CMHC and School Counseling programs in the past 12 months. Evidence is provided regarding their degree preparation.

Non-Core Faculty and Degree Preparation

Name of Non-Core Faculty Member	Academic Training
Allen, Heather	MA Human Relations- Liberty
Altman, Sarah	MS Education- Purdue
Bohannon, Don	BS-Embry Riddle; 2006- Professional Aeronautics MA-Liberty University-2010- Marriage & Family Therapy Ph.D-Regent University-2017- Doctor of Philosophy-Counselor Education and Supervision
Chambers, Sara	Masters in Mental Health Counseling, 2010 Indiana State University

Clingenpeel, Paige	<p>Intercultural Studies, BA Christian Ministries Minor Indiana Wesleyan University, 2003</p> <p>Community Counseling, MA Addictions Counseling, MA Indiana Wesleyan University, 2009</p>
Gaff-Clark, Carla	Ed. D., Ball State University 2001, double cognate in education and counseling...Doctor of Education;
Graber, Kristina	MA Marriage and Family Counseling/Therapy IWU 2013
Herring, Nathan	Ed.D., Ball State University, 2012, Doctor of Education (Special Education)/ M.A., Ball State University, 2000, (Counseling Psychology)
Hill, Allen	Masters of Education Counseling Northern Arizona University
Hill, Julie	MS School Counseling- Butler BA Theatre- Butler
Hodge, Maurita	<p>EdD, Counseling Psychology Argosy University, Sarasota, FL (11/2008)</p> <p>M.A., School Counseling Clark Atlanta University, Atlanta, GA (05/2004)</p> <p>B.A., Human Relations Trinity College, Washington, DC (09/1999)</p>
Hooker, Richard	<p>Ed.D. Counselor Education and Supervision University of Cincinnati (CACREP) (2001), Certificate of Advanced Graduate Studies University of Cincinnati (1995) Counselor Supervision Specialty, M.A. Counseling Cincinnati Christian University (1994), M.A. Practical Ministries Cincinnati Christian University (1993)</p>

Howerth, Elizabeth	B.S. Education from IWU 2007 M.A. Clinical Mental Health Counseling from IWU 2013
Huffman, Levi	Doctor of Education, Higher Education Leadership- Azusa Pacific University, Master of Education, College Student Affairs- Azusa Pacific University, Bachelor of Arts, Communication Arts- Malone University
Keller, Kay	BS in Communications & Sociology from Mankato State 1983; MA in Counseling Psychology from Wheaton Graduate School 1985
McLain, Phyllis	PH.D in Counseling Studies Capella University 2015 Ed.S School Counseling Troy State University 2006 M.S. Counseling/ Psychology Troy State University 2001 B.S. Psychology Morris Brown College 1986
Neuberg, Lorrie	MS Family Therapy- Friends University 2008
Newhard, Karen	Grace College, 1999 B.S. Counseling, Purdue University, 2010 M.S. Organizational Leadership & Supervision
Quigley, Julie	PhD Leadership in Counselor Education & Supervision , University of the Cumberlands, May 2019 M.S. School Counseling, Butler University, 2003

	Mental Health Counseling Certificate, Butler University, 2015
Robinette, Betsye	PhD Univ of Tennessee
Ruiz, Katherine	MA Counseling- IWU BA Psychology- North Park University
Schwyn, Amanda	Master of Education 2009 IWU Master of School Counseling 2018 IWU
Washington, Daphne	Ph.D. in Educational Psychology, University of Minnesota, M.A. in Biblical Counseling, Trinity Theological Seminary, M.S. in Counseling, The Johns Hopkins University, B.A. in Mathematics, University of Maryland Baltimore County, B.S. in Information Systems Management, University of Maryland Baltimore County,
Wayman, Dale	Ph.D. in Counselor Education and Supervision, 1999, Ohio University, CACREP
Witty, James	D.Min. Christian Theological Seminary M.Div. Methodist Theological Seminary

AA. The core counselor education program faculty orient non-core faculty to program and accreditation requirements relevant to the courses they teach.

Non-core faculty are oriented to program and accreditation requirements by core faculty in several ways. First, syllabi for courses taught by non-core faculty are developed by the core faculty. Each of the syllabi contain *curriculum maps* that link course PLOs and assignments to the specific CACREP standards they address. Second, and relatedly, each core faculty is assigned the role of *lead faculty*. In addition, to having responsibility for

overseeing the contents and operation of the courses, they serve as liaisons to the non-core faculty and provide orientation regarding course content, process, and procedures. Third, the division provides an Adjunct Faculty Handbook (currently under revision). Finally, the Divisional Chair (Rob Atchison) and School Counseling Program Director (Jennifer Money-Brady) provide customized training sessions to specific non-core faculty as needed and on demand.

BB. All core and non-core counselor education program faculty have relevant preparation and experience in relation to the courses they teach.

All faculty teaching in the CMHC and School counseling programs have relevant academic preparation and professional experience that aligns to the courses they teach.

Below you will find two tables providing evidence of adequate preparation and experience for core and non-core faculty, respectively.

Name of Full-Time Faculty Member	Relevant Academic Preparation: Degree Titles, Institution, Year Include the Discipline/Field as Listed on the Diploma	Relevant Professional Experience: Years of Experience in Professional Roles

Rob Atchison	Ph.D. Walden University Counselor Education and Supervision, M.A. Indiana Wesleyan University Counseling, B.A. Indiana Wesleyan University Youth Ministry and Psychology	2010-2017 - Family Counselor; Clinical and Regional Supervisor – Youth Villages
Todd Bowman	PhD, Counseling Psychology, 2007, Oklahoma State University, BA, Psychology, 2003, Mount Vernon Nazarene University	2008-present – Private Practice
Erin Davis*	PhD, Counseling Psychology, 2014, Ball State University; MA, Community Counseling, 2011, Ball State University M.T.S., Anderson School of Theology, 2007, Masters of Theological Studies; B.S., Anderson University, 1994, Psychology and Christian Ministries with Family Science Minor	2016 – present – Individual and family therapy; psychological assessment – Community Health Center

James O. Fuller	Ph.D. In Counseling and Counselor Education from the University of North Carolina at Greensboro, 1994; M.Div. From Asbury Theological Seminary, 1977; AB in Psychology, Asbury University, 1971.	1996-2019 – Private Practice; 1980-1990 – School Counselor, Seoul Foreign School
Mark Gerig	PhD, Counselor Ed. The University of Toledo, 1991; MA, Counseling Psychology, Trinity Evangelical Divinity School, 1983; B.A., Psychological Sciences, Purdue University, 1980.	2017-2019 – Private Practice (Neurofeedback); 2005-2007 – Manager, Crisis and Recovery in MH Programs, Hiawatha Behavioral Health; 1993-1996 - MHC, Bethel College Counseling Center; 1991-1993 - Outpatient Supervisor, EUPMHC; 1983-1987 – MHC, Catholic Social Services

Judy Justice	Ed.D., Nova Southeastern, 2003, Child, Youth, and Family Studies, Management of Programs; M.S., Indiana University (IU), 1994, Masters of Counseling, School Counseling; B.S., I.U., 1991, Elementary Education with Kindergarten Endorsement; A.S., I.U., 1989, Early Childhood Education.	1993-2013 – School Counselor, Whitley Co. Schools; 1993-2008 – Children First Moderator
Jennifer Money-Brady	EDD (Doctorate), Argosy University, Sarasota (University of Sarasota), 2018, in Counselor Education and Supervision, focus on leadership, mental health, grief and trauma MA in School Counseling, Butler University, 2008, Concentration in Grief Counseling	2017-2018 – School Counselor, St. Richards Episcopal School; 2008-present – Grief Group Facilitator
Brent Moore	Ph.D., Walden University, 2010, Psychology; M.A., Wheaton College, 2003, Clinical Psychology; B.A., MidAmerica Nazarene University, Psychology, Theology.	Sex Addiction Facilitator; Play Therapy Certificate

Candice Norris-Brown	<p>Ph.D, 2011, University of Georgia; Ed.S School and Guidance Counseling, 2003 University of Georgia Masters of Science 1992 Virginia State University, Clinical Psychology, Masters of Science 1992 Virginia State University, Clinical Psychology</p>	<p>Private Practice; School Counselor, DeKalb Co. School District (GA)</p>
Donald Osborn	<p>PhD In Guidance and Psychological Services (Counselor Education and Clinical Supervision Specialization) 2013 Indiana State University MA. Theology, 1988 St. Mary of the Woods College MS Counseling Psychology, 1984 Indiana State University BA 1979 Christian Ministries Lincoln Christian University Professional Academic Post Graduate Certificate 1988 Substance Abuse Counseling Vincennes University</p>	<p>1997-2006 – IN Clinical Director, Dept. of Corrections; 1992-1995 – Director, Clinical Addictions, Assoc. Psychologists</p>

Nenetzin Stoeckle	PhD, Texas Tech University 2007 Marriage and Family Therapy MS Texas Tech University, 2004 Marriage and Family Therapy	Individual and Family Therapist
Rob Thompson	PhD. Ed Leadership/Administration MS College Student Personnel	1986-2008 – Dean/Assoc. VP Student Development
Sarah Warren	PhD, University of Louisville, 2017, Counselor Education and Supervision M.A., Indiana Wesleyan University, 2008, Marriage and Family Therapy/Addictions Counseling/Community Counseling; B.A., Olivet Nazarene University, 2006, Psychology.	2016-2018 – Well-Being Manager, Extreme Nazarene Missions; 2013-2016 – Home-Based Counselor, Family Ark

Denise Williams*	<p>Ph.D., Marriage and Family Therapy 2017- Texas Tech University</p> <p>MA, Rehabilitation & Mental Health Counseling 2010 - University of South Florida</p> <p>BA, Psychology 2005- University of South Florida</p>	<p>2015-2017 Family Therapist, New Hope Christian Counseling Center; 2013-2015 – Lubbock Co. Juv. Justice Center; 2012-2013 – DUI Counselor</p>
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* full-time, non-core faculty

Name of Non-Core Faculty Member	Relevant Academic Preparation	Relevant Professional Experience
Allen, Heather	MA in Coun. Ph.D., Cand. in Gen. Psy.	2009-present - TRIO Asst. Director/Advisor
Altman, Sarah	MS in School Counseling	2005-present – School Counselor
Bohannon, Don	Ph.D., Coun. Ed. And Supv.	2011-2016 - Clinical Director/OPT Director 2014-2019 – Prof. Coun.
Chambers, Sara	MA in CMHC	2011-present - Counselor, Hamilton Center and Midtown Mental Health
Clingenpeel, Paige	MA in Comm. Counseling	2009-2019 – MHC, Life Springs Counseling Center
Gaff-Clark, Carla	Ed.D., Adult & Comm. Ed/Coun.; MA in MFT	1997-present – Ed. Trainer; Clin. Therapist
Graber, Kristina	MA in MFC/T	2014-present Professional Counselor
Herring, Nathan	Ed.D., Special Education	2004-2013 – Director of

		Disability Services; 2013-present – Director, Center for Student Success (IWU)
Hill, Allen	MA in Coun.	1998-present – School Counselor
Hill, Julie	MA in School Counseling	2004-present – School Counselor
Hodge, Maurita	Ed.D., Counseling Psychology	Therapist; In- Home Counselor
Hooker, Richard	Ed.D., Counselor Ed. And Supv.	2003-2010 – Adol. Substance Abuse Coun./Clin. Supv.
Howerth, Elizabeth	MA in Coun.	2014-present – Community- and School-based Mental Health Counselor
Huffman, Levi	Ed.D., Higher Education Leadership	2016-present – Life Coach; 2012-2014 – Dean of Students
Keller, Kay	MA in Coun. Psychology/LMHC	2000-present – MHC, University Counseling Center; 2005-present – IWU Intern. Supv.
McLain, Phyllis	Ph.D., Counseling	2004-present – School Counselor
Neuberg, Lorrie	MS in MFT AAMFT Appv.Supv.	2010 – present – Family Therapist
Quigley, Julie	Ph.D., Counselor Ed. & Supv.	2016-present – Prof. Counselor in Agency Settings
Robinette, Betsye	Ph.D., School Psychology	1994-2005 – School Psychologist
Ruiz, Katherine	MA in Coun.	2015-present – Marriage and Family Therapist
Schwyn, Amanda	MA in School Counseling; Ph.D. Cand., Counselor. Ed. & Supv.	2014-present – School Counselor

Washington, Daphne	Ph.D., in Ed. Psychology (Spec. in Coun. & Student Personnel); MS in Coun.	2016-present – private practice 2019-present – Online Clinical Supv.
Wayman, Dale	Ph.D., Coun. Ed. & Supv.	1996-present – Coun. In Community Mental Health and Substance Use Settings
Witty, James	D.Min., Pastoral Care & Counseling; AAMFT Clin. Appv. Supv.	1995-present – Building Bridges Professional Counseling

CC. A core counselor education program faculty member is clearly designated as the academic unit leader for counselor education; this individual must have a written job description that includes (1) having responsibility for the coordination of the counseling program(s), (2) responding to inquiries regarding the overall academic unit, (3) providing input and making recommendations regarding the development of and expenditures from the budget, (4) providing or delegating year-round leadership to the operation of the program(s), and (5) receiving release time from faculty member responsibilities to administer the academic unit.

A faculty member is clearly designated as the academic unit leader for counselor education who:

- a. is responsible for the coordination of the counseling program(s);**

Rob Atchison serves as the Chair of the Division of Graduate Counseling. He oversees the operations of the divisions and its programs. Program Directors are assigned to oversee and serve as liaisons for each specialization. The program coordinator assignments are as follows:

Faculty Member	Program
Jim Fuller	Clinical Mental Health Counseling
Jennifer Money-Brady	School Counseling

b. receives inquiries regarding the overall academic unit;

The Divisional Chair works very closely with the Recruitment Specialist. All inquiries regarding program offerings, application for and admission into the programs are typically received by the Recruitment Specialist (RS). The RS responds to general questions regarding the programs, application, and admission. More specific questions are directed to the Divisional Chair. Specialization-specific inquiries are directed to either the particular specialization Program Directors or Divisional Chair.

The Office of the Divisional Chair receives university-based inquiries related to operations of the programs. Thus, the Divisional Chair and his Administrative Assistant are the points of contact for university departments, such as Records Office, Academic Affairs, Business Office, Financial Aid, or Student Services.

c. makes recommendations regarding the development of and expenditures from the budget;

The Division Chair has primary responsibility over the divisional budget, which financially supports divisional faculty and its programs. He receives notice in late fall of deadlines for submission of the recommended budget for the upcoming fiscal year. These recommendations are submitted according to

budget lines specified by the university. The budget recommendations are sent to the Assistant Vice President of Academic Operations.

- d. provides or delegates year-round leadership to the operation of the program(s); and**

The Divisional Chair provides year-round leadership and is assigned a 12-month contract.

- e. has release time from faculty member responsibilities to administer the academic unit.**

The Divisional Chair receives seven credit hours (four in the fall semester and three in the spring) along with a summer stipend to administer the academic unit. The employee contract of the Divisional Chair may be viewed by site visitors upon request.

- DD. A program faculty member or administrator is identified as the practicum and internship coordinator for the academic unit and/or program; this individual must have a written job description that includes (1) having responsibility for the coordination of practicum and internship experiences in designated counselor education program(s), and (2) responding to inquiries regarding practicum and internship.**

Rob Atchison also serves as the Clinical Experience Director. He receives 50% release time to fulfill the responsibilities of this position. Generally, all clinical training components of the program, including operation of the Marion and Indy-West clinics, practicum, internships, and approval of off-campus internship sites and site supervisors are under his purview.

The most recent Clinical Experience job summary, as worded on the Job Description, is found below:

**CLINICAL EXPERIENCE DIRECTOR
JOB DESCRIPTION**

Contract/Rank: Full-time, 12-month; salary and rank negotiable based on credentials and experience.

Job Summary:

Coordinates clinical activities and functions as the clinic supervisor for the Graduate Counseling Clinic located at Marion and Indianapolis, Indiana; Oversees the management of requests for services, assigns clients to student counselors; provides supervision and consultation with student counselors regarding case conceptualization, diagnosis, treatment planning, resource acquisition and referral, termination and/transfer of cases; oversees recordkeeping and documentation of cases; Develops and maintains effective working relationship with practicum/internship sites and site supervisors; Monitors the documentation of internship applications, contracts, and insures compliance with state, CACREP, and AAMFT standards regarding supervision and documentation of clinical hours; Serves as Practicum Instructor and Clinic Site Supervisor for Interns providing services at Graduate Counseling Clinic.

Reports to: Chair, Graduate Division of Counseling

SECTION 2: PROFESSIONAL COUNSELING IDENTITY

FOUNDATIONS

- A. The counselor education program has a publicly available mission statement and program objectives.**

The current comprehensive divisional mission statement is found below:

The Division of Graduate Counseling is dedicated to training and mentoring high quality professionals to competently work within their area of specialization, with culturally diverse populations and with an integrated understanding of Christian faith in professional practice.

In addition, each program has a mission statement and set of program learning outcomes. The mission statement and program learning outcomes for the Clinical Mental Health Counseling Program are list below:

Mission

It is the mission of the MA in Clinical Mental Health Counseling program to provide a Christ-centered academic community that facilitates the professional and personal development of students to become competent providers of exceptional clinical mental health services to individuals and their related systems within relevant ecological contexts.

Program Learning Outcomes: Key Performance Indicators

1. Articulate a clear understanding of CMHC professional identity
2. Deliver mental health services with multicultural competence
3. Integrate understanding of normal developmental concepts and processes in case conceptualizations
4. Conceptualize the relationship between/among work, personal relational well-being and other life roles.
5. Demonstrate essential counseling skills with competence.
6. Facilitate a group session with competency.
7. Display counseling appraisal skills that demonstrate validity and reliability

8. Apply relevant research findings from professional literature to inform developmental of treatment plans/intervention strategies.
9. Integrate faith-based or spirituality-based principles and strategies in case conceptualizations or interventions.
10. Demonstrate ability to diagnose mental disorders using accepted diagnostic systems (e.g., DSM, ICD)
11. Apply CMHC paradigm in case conceptualizations (i.e., remediation of pathology and promotion of well-being in clients and their related ecological contexts)

The mission statement and program learning outcomes for the School Counseling Program are list below:

Mission

Indiana Wesleyan University Graduate School Counseling Program prepares future professional school counselors in knowledge, skills, and best practices of school counseling, with Christ-like servant leadership to effectively work with culturally diverse students, faculty, and families.

Program Learning Outcomes: Key Performance Indicators

1. Articulate a clear understanding of SCH professional identity
2. Deliver mental health services with multicultural competence
3. Integrate understanding of normal developmental concepts and processes in case conceptualizations
4. Conceptualize the relationship between/among work, personal relational well-being and other life roles
5. Demonstrate essential counseling skills with competence
6. Facilitate a group session with competency
7. Display counseling appraisal skills that demonstrate validity and reliability
8. Apply relevant research findings from professional literature to inform developmental of treatment plans/intervention strategies
9. Integrate faith-based or spirituality-based principles and strategies in case conceptualizations or interventions
10. Demonstrate knowledge of the foundations of school counseling
11. Evaluate comprehensive school counseling programs with the use of appropriate data
12. Demonstrate comprehensive school counseling by synthesizing professional skills and interactions

13. Integrate cultural competence and responsiveness, in the practice of school counseling, to promote education equity and social justice

These are available to the public and can be viewed by the public on the program webpages (webpage for Clinical Mental Health Counseling - <https://www.indwes.edu/adult-graduate/programs/ma-counseling/clinical-mental-health-counseling> ; webpage for School Counseling - <https://www.indwes.edu/adult-graduate/programs/ma-counseling/school-counseling>). These are also found in the University Catalogue and in the Division of Graduate Counseling Student Handbook (see https://www.indwes.edu/adult-graduate/programs/ma-counseling/_files/Graduate-Student-Handbook.pdf).

B. The program objectives (1) reflect current knowledge and projected needs concerning counseling practice in a multicultural and pluralistic society; (2) reflect input from all persons involved in the conduct of the program, including counselor education program faculty, current and former students, and personnel in cooperating agencies; (3) address student learning; and (4) are written so they can be evaluated.

The program learning outcomes for each program are listed in our response to Standard 2.A. These:

- (1) reflect current knowledge and needs in complex multicultural and pluralistic societies by holding the expectations that students will be able to provide mental health services with multicultural competence (e.g., CMHC PLO #2; SC PLO #2) and will demonstrate an understanding of the implications of clients' unique ecological contexts in their case conceptualizations (e.g., CMHC PLO #3, #11; SC PLO #3, #13).
- (2) Reflect input from key constituencies, including program faculty, current and former students as demonstrated by:
 - a. Input from faculty indicated by discussions occurring in selected faculty meeting and documented in the School Counseling Program Revision Proposal that as submitted to the School of SSBSB (see [Appendix 2.B.2.a](#))
 - b. Input from personnel in cooperating agencies indicated by responses to items #9-11 on the 2019 Employer and Supervisor Survey (see [Appendix 4.B.3.c](#))
 - c. Input from former students is indicated by responses to item #5 (p. 4 – CMHC; p. 6 – SC) on the 2019 Alumni Survey (see [Appendix 4.B.3.b](#))

d. Input from current students is gathered through the exit interviews from students who are near graduation. (see [Appendix 4.B.3.a](#)).

We note a need to have a more systematic and focused approach to gathering input related to the adequacy of our program learning outcomes. The items should be revised to reflect current PLOs and feedback more PLO- and program-specific. In addition, we need to find ways to increase the response rate of alumni, employers, and supervisors.

- (3) Clinical mental health counseling and school counseling learning outcomes are directly related to course outcomes and assignments. This is indicated in the CMHC and SC Assessment Matrixes. These link PLOs to specific course contents and assignments. Please refer to [Appendix 4.A.a](#). (CMHC) and [Appendix 4.A.b](#). (SC)
- (4) The ability to adequately measure these objectives is demonstrated through our ongoing divisional evaluation efforts (**Appendices – [4.A.c](#) – CMHC Program Assessment Report; [4.A.d](#) – SC Program Assessment Report**). In addition, the Program Assessment Matrixes identify specific methodology for measuring each PLO at three points [I(A), D(A), and M(A)].

C. Students actively identify with the counseling profession by participating in professional counseling organizations and by participating in seminars, workshops, or other activities that contribute to personal and professional growth.

Students are encouraged to participate in professional organizations at the Program Orientation meeting, of which each new student is required to attend. In addition, The Divisional Student Handbook (pp. 67-70) states the following:

All students are strongly encouraged to become members of appropriate professional organization early in their graduate program. Involvement in professional organizations is a very important ingredient in the development of a strong professional identity. And as noted earlier, membership is necessary for obtaining student rates for liability insurance. (p. 67).

This statement is followed by a list of relevant counseling-related professional organizations. Detailed information regarding the American Counseling Association and its division is provided.

Membership in professional organizations is highly encouraged in CNS 508, CNS 550, and in specialization courses. Liability insurance is required for registration in practicum and internship courses and coverage is typically obtained through membership in professional associations. Documentation of each student's membership and liability insurance is contained in their respective Practicum Portfolio, which becomes a part of the student's Clinical Experience files.

Finally, students are encouraged to attend and present at state and national conferences. Thanks to the support of Lilly Grant funding, all students in the CNS 519 and CNS 529 Theories and Techniques of School counseling I and II, respectively, were able to attend and present poster presentations that the 2019 Indiana Counseling Association Conference. Faculty and student also attended and co-presented at the 2014 ACA conference (see p. 3, 2013-2014 Annual Report - https://www.indwes.edu/adult-graduate/programs/ma-counseling/_files/Annual-Report-13-14.pdf).

Name of Student(s)	Conference Attended	Title of Presentation/Poster
Kayla Johnson	Indiana School Counselor Association Annual Conference; 2019	<i>Mental Health and School Safety</i>
Angela Cochneuer Katie Hill Amy Kariotis	American Counseling Association of Missouri, Annual Conference; 2018	<i>Play therapy: It's not just for kids</i>
Alicia Polk Elliott Seymour	American Counseling Association of Missouri, Annual Conference; 2017	<i>Understanding and monitoring counselor wellbeing in grief work</i>
Alicia Polk	American Counseling Association of Missouri, Annual Conference; 2016	<i>Self-care in a world filled with diversity</i>
Bruce Briggs Mark Gerig - faculty	Indiana Counseling Association; 2016	<i>Sex trafficking: A resilience-based model for assessment and intervention</i>
Robie Sullivan	Christian Association for Psychological Studies, Annual Conference; 2015	<i>Finding and strengthening exercise identity: Optimizing wellness for clinicians and clients</i>
Latosha Morris	Kansas Counseling Association, Annual Conference; 2014	<i>Treatment issues for the co-occurrences of complex trauma and addiction</i>
Katherine Richards Mark Gerig - faculty	American Counseling Association; 2014	<i>Relationship between Management of Cultural Differences and Dyadic Satisfaction among Interracial Couples: An Empirical Study.</i>

Kate Denlinger Mark Gerig - faculty	Indiana Counseling Association; 2013	<i>Who are Indiana LMHCs: A report of survey results.</i>
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COUNSELING CURRICULUM

- D. Syllabi are available for review by all enrolled or prospective students, are distributed at the beginning of each curricular experience, and include (1) content areas, (2) knowledge and skill outcomes, (3) methods of instruction, (4) required text(s) and/or reading(s), (5) student performance evaluation criteria and procedures, and (6) a disability accommodation policy and procedure statement.**

Syllabi for all program courses are made available to student no later than the first day of class. For onsite courses, faculty members distribute syllabi at the first class meeting of each course. Online courses, which includes the syllabi, are made available for review by students one week prior to the beginning of the semester. Copies of the syllabi for core courses offered in our onsite Clinical Mental Health Counseling and School Counseling programs are found in [Appendix 2.D.a](#). Syllabi of core courses for online Clinical Mental Health Counseling and School Counseling programs are found in [Appendix 2.D.b](#). Copies of syllabi for the Practicums and Internships for Clinical Mental Health Counseling and School Counseling are found in [Appendix 2.D.c](#) (CMHC) and [Appendix 2.D.d](#) (SC). Finally, copies of syllabi for the specialization courses are found in [Appendix 2.D.e](#) (CMHC) and [Appendix 2.D.f](#) (SC).

(1) Content areas

Each syllabus describes the general content areas in the course description, student learning outcomes, and tentative schedule of class sessions. Each student learning outcome is related to specific CACREP content areas in the curriculum map of the syllabus.

(2) Knowledge and skill outcomes

Each syllabus specifies student learning outcomes, relates these to specific CACREP standards, and states how each will be assessed. The measurement of the student learning outcomes is expressed in terms of knowledge demonstrated or specific skills displayed.

(3) Methods of instruction

Divisional faculty members are including a section in the course syllabi they write to indicate the specific instructional methods to be used in the course. While this

has not been consistently practiced in past semester, a “method of instruction” section will be present on each syllabus beginning with the Fall 2012 semester.

(4) Required text(s) and/or reading(s).

All divisional syllabi list required texts and additional readings.

(5) Student performance evaluation criteria and procedures.

All divisional syllabi include curriculum maps, which indicate the methods used to assess student learning outcomes. In addition, syllabi also communicate the manner in which student performance on the required assignments relate to calculation of final grades. And, in most cases, syllabi include copies of rubrics used to assign points to assignments.

(6) Disability Accommodation Policy and Procedure Statement

All divisional syllabi are required to include the IWU College of Arts and Sciences Disability Services Statement. It reads as follows:

The goal of disability services at Indiana Wesleyan University is to work cooperatively with students to help them reach their maximum academic, social, and personal potential. This is accomplished by integrating legal expectations, Indiana Wesleyan’s standards of service and Christ-like principles. The Director of Disability Services is responsible for determining accommodation eligibility and coordinating office services for students with disabilities.

The Director works with the students, faculty, and staff to design and implement a reasonable accommodation plan that allows equal access to all areas of university life.

E. Current counseling-related research is infused in the curriculum.

Counseling-related research informs the content presented by faculty across the curriculum. Evidence can be found in the list of topics covered in class sessions or power points developed by faculty for class presentations. For example, a review of Clinical Mental Health Counseling syllabi reveals the infusion of current research in wellness, evidence-based approaches, contemporary approaches in working with dual-diagnosed, persons with severe and persistent mental illness, 20/20 definition of counseling, or neurological foundations of addictions. Marriage and family counseling/therapy courses include research on the effectiveness of systemic interventions. Students learn of recent therapeutic developments such as emotionally focused therapy, motivational interviewing, the Indivisible Self Model of Wellness, and acceptance and commitment therapy.

In addition to our core research methods course, CNS 507, counseling-related research methodology is infused throughout the curriculum. For example, students in the following core courses are trained and required to conduct critiques of articles that appear in the professional literature:

- ☐ CNS 501 Human Growth and Development
- ☐ CNS 502 Multicultural Counseling
- ☐ CNS 506 Appraisal of Individuals and Families

Other course assignments, such as research papers or poster presentations, require that students engage in significant reviews of the contemporary counseling literature. Increasingly, our students are presenting workshops and posters, and expressing interest in conducting thesis research. Rubrics used in assigning scores to papers and presentations reflect an emphasis on foundational research. For example, a Poster Presentation Evaluation Rubric and Analytic Scale for Content Writing Scale used in CNS 522 *Foundations in Clinical Mental Health Counseling* reveals that a significant number of points for such assignments are earned through demonstrating adequate review of the literature.

F. The eight common core areas represent the foundational knowledge required of all entry level counselor education graduates. Therefore, counselor education programs must document where each of the lettered standards listed below is covered in the curriculum.

The Division of Graduate Counseling clearly identifies cores courses in its program descriptions as described in the IWU Catalogue, Graduate Counseling Student Handbook, and web pages. All students enrolled in Clinical Mental Health Counseling and School Counseling are required to take these courses. Each of the eight core areas of study identified by CACREP are covered specifically in the eight core courses. In addition, content in specific specialization courses overlaps and builds upon the core content, although this may not be explicitly expressed in the curriculum maps/course grids of the specialization courses. The table below each relates each CACREP core area to the specific core or specialization course that covers the particular core standards. **(Note – Click on each course number to review the respective syllabus).**

CACREP Core Area of Study	Divisional Onsite Course (see Appendix 2.D.a)	Divisional Online Core Course (see Appendix 2.D.b)
1. Professional Counseling Orientation and Ethical Practice	CNS 508 - Legal, Ethical, and Professional Issues	CNS 508 - Legal, Ethical, and Professional Issues
2. Social and Cultural Diversity	CNS 502 – Multicultural Counseling	CNS 502 – Multicultural Counseling

3. Human Growth and Development	CNS 501 – Human Growth and Development	CNS 501 – Human Growth and Development
4. Career Development	CNS 505 – Theory and Techniques in Career Counseling	CNS 505 – Theory and Techniques in Career Counseling
5. Counseling and Helping Relationships	CNS 503 – Theory and Techniques in the Helping Relationship	CNS 503 – Theory and Techniques in the Helping Relationship
6. Group Counseling and Work	CNS 504 – Theory and Techniques in Group Counseling	CNS 504 – Theory and Techniques in Group Counseling
7. Assessment and Testing	CNS 506 – Appraisal of Individuals and Families	CNS 506 – Appraisal of Individuals and Families
8. Research and Program Evaluation	CNS 507 – Research and Evaluation of Methods and Practice	CNS 507 – Research and Evaluation of Methods and Practice

For each of the core areas, a table below is provided that identifies the specific core area standard and the course/student learning outcome to which it is linked. In most cases, the core area standards are covered in our courses. However, several are covered in our specialization courses. Each syllabus contains curriculum maps, which communicate the link between course SLO, how attainment is measured by course activity, and the CACREP standard. Thus, each curriculum map indicates where each core-related standard is expressed in our course. Taken together, this section demonstrates the manner in which we integrate each core area into our curriculum, what is expected of each student, and how we measure knowledge and skill attainment in that area.

CACREP Common Core Areas

1. PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE

F.1. PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE	COURSE NUMBER/STUDENT LEARNING OUTCOME
a. history and philosophy of the counseling profession and its specialty areas	CNS 508/SLO 1
b. the multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and	CNS 508/SLO 2 CNS 508/SLO 10

interorganizational collaboration and consultation	
c. counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams	CNS 508/SLO 2
d. the role and process of the professional counselor advocating on behalf of the profession	CNS 508/SLO 7
e. advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients	CNS 508/SLO 2 CNS 508/SLO 5
f. professional counseling organizations, including membership benefits, activities, services to members, and current issues	CNS 508/SLO 6 CNS 508/SLO 8
g. professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues	CNS 508/SLO 5
h. current labor market information relevant to opportunities for practice within the counseling profession	CNS 508/SLO 8
i. ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling	CNS 508/SLO 3 CNS 508/SLO 4
j. technology's impact on the counseling profession	CNS 508/SLO 3 CNS 508/SLO 4
k. strategies for personal and professional self-evaluation and implications for practice	CNS 522 – ch. 3 (Gerig, 2018) readings/didactic

l. self-care strategies appropriate to the counselor role	CNS 522 - Ch. 3 (Gerig, 2018) – implicit theories, biases, need for accurate self-awareness; CNS 524 Personal Wellness Project
m. the role of counseling supervision in the profession	CNS 523 Supervision Paper

2. SOCIAL AND CULTURAL DIVERSITY

F.2. SOCIAL AND CULTURAL DIVERSITY	COURSE NUMBER/STUDENT LEARNING OUTCOME
a. multicultural and pluralistic characteristics within and among diverse groups nationally and internationally	CNS 502/SLO 3 CNS 502/SLO 4
b. theories and models of multicultural counseling, cultural identity development, and social justice and advocacy	CNS 502/SLO 2 CNS 502/SLO 4 CNS 502/SLO 5
c. multicultural counseling competencies	CNS 502/SLO 1
d. the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others	CNS 502/SLO 5
e. the effects of power and privilege for counselors and clients	CNS 502/SLO 3 CNS 502/SLO 4 CNS 502/SLO 5
f. help-seeking behaviors of diverse clients	CNS 502/SLO 3 CNS 502/SLO 4 CNS 502/SLO 5
g. the impact of spiritual beliefs on clients' and counselors' worldviews	CNS 522 – readings/didactic Ch. 3, 10 (Gerig)

h. strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination	CNS 522 – readings/didactic Ch. 10 (Gerig, 2018); Multicultural and Social competencies Framework
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3. HUMAN GROWTH AND DEVELOPMENT

F.3. HUMAN GROWTH AND DEVELOPMENT	COURSE NUMBER/STUDENT LEARNING OUTCOME
a. theories of individual and family development across the lifespan	CNS 501/SLO 1 CNS 501/SLO 2
b. theories of learning	CNS 501/SLO 3 CNS 501/SLO 4
c. theories of normal and abnormal personality development	CNS 501/SLO 5
d. theories and etiology of addictions and addictive behaviors	CNS 501/SLO 1
e. biological, neurological, and physiological factors that affect human development, functioning, and behavior	CNS 501/SLO 3 CNS 501/SLO 8
f. systemic and environmental factors that affect human development, functioning, and behavior	CNS 501/SLO 5
g. effects of crisis, disasters, and trauma on diverse individuals across the lifespan	CNS 501/SLO 5
h. a general framework for understanding differing abilities and strategies for differentiated interventions	CNS 501/SLO 1 CNS 501/SLO 2
i. ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan	CNS 501/SLO 6 CNS 501/SLO 7

4. CAREER DEVELOPMENT

F.4. CAREER DEVELOPMENT	COURSE NUMBER/STUDENT LEARNING OUTCOME
a. theories and models of career development, counseling, and decision making	CNS 505/SLO 1
b. approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors	CNS 505/SLO 2
c. processes for identifying and using career, avocational, educational, occupational and labor market information resources, technology, and information systems	CNS 505/SLO 3
d. approaches for assessing the conditions of the work environment on clients' life experiences	CNS 505/SLO 4
e. strategies for assessing abilities, interests, values, personality and other factors that contribute to career development	CNS 505/SLO 5
f. strategies for career development program planning, organization, implementation, administration, and evaluation	CNS 505/SLO 6
g. strategies for advocating for diverse clients' career and educational development and employment opportunities in a global economy	CNS 505/SLO 7
h. strategies for facilitating client skill development for career, educational, and lifework planning and management	CNS 505/SLO 3
i. methods of identifying and using assessment tools and techniques relevant to career planning and decision making	CNS 505/SLO 7
j. ethical and culturally relevant strategies for addressing career development	CNS 505/SLO 7

5. COUNSELING AND HELPING RELATIONSHIPS

F.5. COUNSELING AND HELPING RELATIONSHIPS	COURSE NUMBER/STUDENT LEARNING OUTCOME
a. theories and models of counseling	CNS 503/SLO 1
b. a systems approach to conceptualizing clients	CNS 503/SLO 1 CNS 503/SLO 3 CNS 503/SLO 5
c. theories, models, and strategies for understanding and practicing consultation	CNS 503/SLO 9
d. ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationship	CNS 503/SLO 1 CNS 503/SLO 10
e. the impact of technology on the counseling process	CNS 503/SLO 7
f. counselor characteristics and behaviors that influence the counseling process	
g. essential interviewing, counseling, and case conceptualization skills	CNS 503/SLO 9
h. developmentally relevant counseling treatment or intervention plans	CNS 503/SLO 8
i. development of measurable outcomes for clients	CNS 503/SLO 8; CNS 522/SLO 3
j. evidence-based counseling strategies and techniques for prevention and intervention	CNS 503/SLO 7
k. strategies to promote client understanding of and access to a variety of community-based resources	CNS 503/SLO 7
l. suicide prevention models and strategies	CNS 523/SLO 5 CNS 503 readings F&F

m. crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid	CNS 503 readings F&F CNS 523/SLO 7 CNS 523/SLO 8
n. processes for aiding students in developing a personal model of counseling	CNS 503/SLO 10

6. GROUP COUNSELING AND GROUP WORK

F.6. GROUP COUNSELING AND GROUP WORK	COURSE NUMBER/STUDENT LEARNING OUTCOME
a. theoretical foundations of group counseling and group work	CNS 504/SLO 1 CNS 504/SLO 2 CNS 504/SLO 5
b. dynamics associated with group process and development	CNS 504/SLO 2 CNS 504/SLO 3 CNS 504/SLO 4 CNS 504/SLO 5 CNS 504/SLO 7
c. therapeutic factors and how they contribute to group effectiveness	CNS 504/SLO 1
d. characteristics and functions of effective group leaders	CNS 504/SLO 4
e. approaches to group formation, including recruiting, screening, and selecting members	CNS 504/SLO 6 CNS 504/SLO 7
f. types of groups and other considerations that affect conducting groups in varied settings	CNS 504 readings
g. ethical and culturally relevant strategies for designing and facilitating groups	CNS 504/SLO 7
h. direct experiences in which students participates as group members in a small group activity, approved by the program, for a minimum of 10 clock hours over the course of one academic term	CNS 504/SLO 6

7. ASSESSMENT AND TESTING

F.7. ASSESSMENT AND TESTING	COURSE NUMBER/STUDENT LEARNING OUTCOME
a. historical perspectives concerning the nature and meaning of assessment and testing in counseling	CNS 506/SLO 1
b. methods of effectively preparing for and conducting initial assessment meetings	CNS 506/SLO 5
c. procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide	CNS 506/SLO 4,
d. procedures for identifying trauma and abuse and for reporting abuse	CNS 523/SLO 7 CNS 522 didactic
e. use of assessments for diagnostic and intervention planning purposes	CNS 506/SLO 4
f. basic concepts of standardization and non-standardization testing, norm-referenced and criterion-referenced assessment, and group and individual assessments	CNS 506/SLO 3, 5, 6
g. statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes, and types of distributions, and correlations	CNS 506/SLO 2, 3,
h. reliability and validity in the use of assessments	CNS 506/SLO 2, 3
i. use of assessments relevant to academic/educational, career, personal, and social development	CNS 506/SLO 4
j. use of environmental assessments and systematic behavioral observations	CNS 506/SLO 4
k. use of symptom checklists, and personality and psychological testing	

1. use of assessment results to diagnose developmental, behavioral, and mental disorders	CNS 506/SLO 3, 4
m. ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results	CNS 506/SLO 4, 5, 6

8. RESEARCH AND PROGRAM EVALUATION

F.8. RESEARCH AND PROGRAM EVALUATION	COURSE NUMBER/STUDENT LEARNING OUTCOMES
a. the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice	CNS 507/SLO 1
b. identification of evidence-based counseling practices	CNS 507/SLO 2 CNS 507/SLO 3 CNS 507/SLO 4
c. needs assessments	CNS 507/SLO 2 CNS 507/SLO 3 CNS 507/SLO 4
d. development of outcome measures for counseling programs	CNS 507/SLO 2
e. evaluation of counseling interventions and programs	CNS 507/SLO 1 CNS 507/SLO 5
f. qualitative, quantitative, and mixed research methods	CNS 507/SLO 3 CNS 507/SLO 4 CNS 507/SLO 6
g. designs used in research and program evaluation	CNS 507/SLO 2
h. statistical methods used in conducting research and program evaluation	CNS 507/SLO 2
i. analysis and use of data in counseling	CNS 507/SLO 1

j. ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation	CNS 507/SLO 4
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We discovered in the process of reviewing syllabi as part of this self-study that many of the curriculum maps were out-of-date, actually citing the 2009 standards. The actual contents of the courses, as reflected in the tables of above, were shown to cover the core areas as identified in the 2016 standards. Steps are being taken to update the curriculum maps in each course syllabus for the 2020-2021 academic year. These will be available upon request to reviewers.

SECTION 3: PROFESSIONAL PRACTICE

Professional practice, which includes practicum and internship, provides for the application of theory and the development of counseling skills under supervision. These experiences will provide opportunities for students to counsel clients who represent the ethnic and demographic diversity of their community.

The following Standards apply to entry-level programs for which accreditation is being sought.

ENTRY-LEVEL PROFESSIONAL PRACTICE

A. Students are covered by individual professional counseling liability insurance policies while enrolled in practicum and internship.

It is the policy of the Division of Graduate Counseling that any student enrolling in the clinical experience components of our program must demonstrate that they have liability insurance. This policy is clearly presented to students in the Student Handbook, CIPPS Manual, and on the Practicum and Internship Application forms. Students are not allowed to see clients until documentation of current liability insurance coverage is presented. Copies of liability insurance verification may be found in each student's Professional Practice file.

A. Supervision of practicum and internship students includes program-appropriate audio/video recordings and/or live supervision of students' interactions with clients.

All students regardless of site are required to present video or audio recordings of sessions. These are presented in individual and group supervision sessions for both practicum and internship courses. Evidence of these requirements can be found in appropriate syllabi (e.g., CNS 550 - CMHC; CNS 550 Practicum - School Counseling; CNS 551/552 CMHC Internship; CNS 551/552 School Counseling Internship). For example, the stated requirement of recording sessions for review in an online CNS 551/552 Clinical Mental Health Counseling Internship is as follows:

1. A minimum of four video/audio presentations must be submitted for discussion and evaluation.
 - a. Please be sure that the presentations are audible and clearly show the counselor.
 - b. Remember that confidentiality is paramount, and actual names will not be shared.
 - c. The sessions should be 15-30 minutes, though a longer video can be viewed in part.

In similar manner, the stated requirement for the recording of sessions in School Counseling CNS 550 Practicum is as follows:

Case Session Recordings/Presentations: Each student will make three case presentations to the class. Presenting and sharing “Glows and Grows” is the meat of this course, as we learn and grow together.

1. All students must record their three presentation,
 1. assuring consent
 2. assure sound and visual quality before recording begins
 3. do not zoom-in, as you will lose sound quality.
2. Please be sure that the presentations are audible and clearly show the counselor.
3. Remember that confidentiality is paramount, and actual names will not be shared (“do not post with Judy Justice, ADHD group presentation,” rather, “Your name, Session 1”).
4. Post the session, per directions found in the online orientation material.
5. Post SOAP (Case) notes of the session BEFORE the supervision session for both the instructor and each colleague by posting them on Discussion, under specific week/session.
 1. Remember confidentiality, and do not use actual names. I
 2. A copy of these session notes will be kept by the student and for future reference.

All sessions conducted by onsite practicum and internship students in the Marion and Indianapolis-West Graduate Counseling Clinics are recorded using available clinic technology. The clinics are equipped with one-way mirrors for observation of live sessions. In addition, small wall-mounted cameras and microphones are located in all counseling rooms. These are controlled by wall switch and are relatively inconspicuous to clients. With informed consent, sessions are recorded and digitally stored. Monitors located in the secured setting of the clinic technology rooms allow students and faculty to view live sessions in a secure setting. Technical apparatus for digital recording and storage of counseling sessions are housed in the separate technology room. Community clients are made aware of this policy as part of the informed consent process. These recorded sessions reviewed in both individual and group supervision.

C. Formative and summative evaluations of the student’s counseling performance and ability to integrate and apply knowledge are conducted as part of the student’s practicum and internship.

While the evaluation of practicum and internship students is ongoing, all students enrolled in these courses participate in formal mid-term and final evaluations. The following excerpt from a CMHC CNS 551/552 syllabus describes the evaluation process. The tentative course schedule identifies the specific dates in which the mid-term (10/14-10/27) and final evaluations (12/12) occur:

Clinical Experience Evaluation:

- 300 clock hours
- 120 of direct client contact
- Demonstrate competency in skills:
 - Counseling skills
 - Consulting
 - Coordinating services, referrals
 - Setting Client objective with client
 - Facilitating clients' achieving objectives
 - "Defend/support" your counseling theory of choice
 - Relate to clients
- Knowledge of ethics, legalities
- Professionalism
- Responsiveness to feedback

Workshop	Topic/Assignments
Date	(assignments due at the end of each workshop)
1 9/3-9/15	Introduction: syllabus, course expectations, getting to know instructor and each other. Assignments: Introduction discussion, SMART goals, & Journal #1 Non-graded reminders: Malpractice insurance; internship contract required to be submitted prior to seeing clients; presentation sign-ups
2 9/16-9/29	Case presentations and supervision Assignment: Journal #2
3	Case presentations and supervision

9/30-10/13	Assignments: Journal #3, Peer Review #1, & Monthly Log
4 10/14-10/27	Case presentations and supervision Assignments: Journal #4, Midterm Evaluations, & SMART Goals
5 10/28-11/10	Case presentations and supervision Assignments: Journal #5 & Monthly Log
6 11/11-11/24	Case presentations and supervision Assignment: Journal #6 & Peer Review #2
7 11/25-12/8 Thanksgiving 11/27-29	Case presentations and supervision Assignments: Journal #7, SMART Goals, & Monthly Log
12/12	Assignment: Portfolio and Final Evaluations

A copy of the CMHC Mid-Term and Final Practicum and Internship Evaluation Form is found in [Appendix 3.C.a](#). A copy of the SC Mid-Term and Final Practicum and Internship Evaluation form is found in [Appendix 3.C.b](#).

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D. Students have the opportunity to become familiar with a variety of professional activities and resources, including technological resources, during their practicum and internship.

Students have the opportunity to become familiar with a variety of professional activities and resources. The onsite clinics bill clients according to a sliding fee schedule. Fees are minimal, ranging from \$0 to \$30.00. Students gain the practical experience of negotiating and collecting fees from their clients. This provides students with good exposure to the business side of counseling service delivery. Second, students are also responsible for the recording of sessions using either available technology in the IWU clinic or at their off-campus site. In addition, students are required to send to or receive confidential client data from other service providers. These provide students with experience in the management of confidential electronic data. Third, the clinic maintains an inventory of assessment tools. Students gain direct experience in the use of such tools to inform their conceptualization of presenting problems, diagnose, and monitor client progress. Finally, a variety of therapeutic games are available for students to use with clients. For example, the current inventory of games at our Indy Clinic includes:

- The Stamp Game
- The Survivor's Journey
- Splits & Coalitions
- The Monkey Game
- The Surprise Box
- The Feelings Wheel Game
- The Assertion Game
- The Social Skills Game
- The Anger Control Game
- The Storytelling Game
- The Self-Concept Game
- My Ups & Downs
- Myth-Information
- The Ungame Pocket Sized
- Feeling Good Card Game
- TLC Talk Listen Care Kit
- The Self Esteem Game
- Play it Safe with SASA
- The Talking Feeling & Doing Game
- Be Safe, Be Aware

E. In addition to the development of individual counseling skills, during either the practicum or internship, students must lead or co-lead a counseling or psychoeducational group.

All practicum students are required to complete a minimum of 10 hours leading or co-leading a group. This requirement is stated explicitly in SLO #1 in the CNS 550 Syllabus. Each student submits documentation to their faculty supervisor that this requirement was fulfilled. The following description of the group requirement appears in a later section of the CNS 550 syllabus:

Group Hours/log: Students will minimally participate in 10 group hours by co-leading or leading a group; please okay your group assignment with your supervisor by 3rd week of practicum. At the end of the semester you'll fill out a form on CIPPS that gives the specifics about your group and put it goes into your portfolio. Also, put the title of the group in your hours logs with the rest of your direct hours so that they are tabulated in with the rest of your hours at the end of the semester. Objective 1

PRACTICUM

CNS 550 Syllabi for Clinical Mental Health Counseling and School Counseling, respectively, demonstrate evidence of the fulfillment of the Practicum Standards listed below. Information regarding practicum may be found in a variety of documents produced by the Division of Graduate Counseling. These include course descriptions printed in the university catalogue, student handbook [see <https://www.indwes.edu/adult-graduate/programs/ma-counseling/files/2019-2020-Student-Handbook.pdf> , pp. 52-56], divisional webpages (see , <https://www.indwes.edu/adult-graduate/programs/ma-counseling/>), and CNS 550 course syllabi. Thus, the requirements for overall hours, direct hours of service, and supervision are clearly communicated to students and available to prospective students and other interested persons through the divisional web site. The written course description found in these documents reads:

A supervised school counseling experience provides the opportunity to practice individual and group counseling skills. The 100-hour practicum includes a minimum of 40 direct contact hours, 10 hours of group counseling, and weekly individual and group supervision. Prerequisite includes CNS 501, 502, 503, 504, 508, and 519. CNS-550, Practicum, is a Prerequisite for CNS551S-O, which is a Prerequisite for CNS552S-O.

Each practicum student is required to maintain a practicum log [see [Appendix 3.F.](#)] through this Professional Practice experience. These logs are one tool used by

practicum faculty to monitor each practicum student's progress in the practicum course and insure that the student has fully met the following course requirements: direct service hours, indirect hours, overall hours, individual and group supervision hours. Following completion of the course, a summary sheet is constructed that sums overall, direct, and supervisory hours for practicum. Original copies of the practicum logs are found in each student's electronic Clinical Experience File. Evidence that students actually fulfill the standards listed below is found on the practicum logs.

To reference this evidence, please review the following syllabi:

Clinical Mental Health Counseling – onsite: [Appendix 2.D.c.](#)

Clinical Mental Health Counseling – online: [Appendix 2.D.c.](#)

School Counseling – online: [Appendix 2.D.d.](#)

Finally, students are able to learn about the nature and requirements of practicum by reading the *Things To Know When Entering Practicum (onsite and online)* (Practicum General Information) document, available to all program students and faculty on the CIPPS site. A copy of this document is found in [Appendix 3.F.b.](#)

F. Students complete supervised counseling practicum experiences that total a minimum of 100 clock hours over a full academic term that is a minimum of 10 weeks.

As noted in the catalogue course description, course syllabus, and as evidenced in each student's practicum logs [[Appendix 3.F](#)] and summary sheet, all students complete a minimum of 100 clock hours to successfully complete CNS 550 Practicum.

G. Practicum students complete at least 40 clock hours of direct service with actual clients that contributes to the development of counseling skills.

As noted in the catalogue course description, course syllabus, and as evidenced in each student's practicum logs, and summary sheet, all students complete a minimum of 40 direct service clock hours to successfully complete CNS 550 Practicum.

H. Practicum students have weekly interaction with supervisors that averages one hour per week of individual and/or triadic supervision throughout the practicum by (1) a counselor education program faculty member, (2) a student supervisor who is under the supervision of a counselor education program faculty member, or (3) a site supervisor who is working in consultation on a regular schedule with a counselor education program faculty member in accordance with the supervision agreement.

Practicum students have weekly one-hour supervisory sessions with faculty supervisors throughout their practicum. For onsite program students, these interactions are face-to-face and take place on-campus. For online students, faculty supervisors meet

individually with their supervisees using virtual meeting technology such as Zoom. Policies are in place and enforced to insure that information exchanges and interaction is secure and confidential.

- I. Practicum students participate in an average of 1½ hours per week of group supervision on a regular schedule throughout the practicum. Group supervision must be provided by a counselor education program faculty member or a student supervisor who is under the supervision of a counselor education program faculty member.**

As noted on the CNS 550 syllabi and *Things You Should Know When Entering Practicum* document, practicum students receive an average of weekly 1 ½ to 2 hours of group supervision provided by faculty supervisors.

INTERNSHIP

- J. The course description (i.e., CNS 551/552/554) as it appears in the university catalogue, divisional web page, divisional student handbook, and syllabi is found below:**

The opportunity to practice and provide a variety of counseling related activities in an off-campus setting that would normally be expected of a regularly employed staff member. The 300-hour practicum includes a minimum of 120 hours of direct service and weekly individual and group supervision. Graded on a CR/NC basis. Prerequisite: CNS-550.

- K. After successful completion of the practicum, students complete 600 clock hours of supervised counseling internship in roles and settings with clients relevant to their specialty area.**

Each internship courses receives three semesters credit hours and requires a minimum of 300 clock hours overall, which included a minimum of 120 direct services hours, one hour of weekly, individual and 1.5 hours of weekly group supervision. The Division of Graduate Counseling requires supervised two internships (i.e., CNS 551 and CNS 552) in Clinical Mental Health Counseling (CMHC) and School Counseling programs consisting of 600 clock hours. Generally, our interns are placed in community-based counseling-related agencies or public/private school systems. In cases where on-campus students or students living near campus are unable to record sessions, such students might be assigned several clients at the on-campus Graduate Counseling Clinics. Individual supervision is provided by the university approved site supervisor. Group supervision is provided by the faculty person assigned to the particular internship course. Compliance of each internship student to these standards may be verified by reviewing the Internship Logs and Summary sheets, contained in their Professional Practice files.

- L. Internship students complete at least 240 clock hours of direct service.**

CMHC and SC students are required to accrue a minimum of 120 clock hours of direct service hours per internship course. For CMHC and SC students, two internship courses are required and, typically, taken in consecutive semester. Thus, in order to fulfill their professional practice program requirements for internships, CMHC and SC students accrue a minimum of 240 direct service hours. Compliance with this standard may be verified by reviewing the Practicum and Internship Logs, which are stored in student's Clinical Practice file. An example of a student's Practicum and Internship Log is found in [Appendix 3.L](#).

M. Internship students have weekly interaction with supervisors that averages one hour per week of individual and/or triadic supervision throughout the internship, provided by (1) the site supervisor, (2) counselor education program faculty, or (3) a student supervisor who is under the supervision of a counselor education program faculty member.

Individual supervision takes place one hour per week on the average. The site supervisor provides this supervision to each student working at that specific site. Evidence of compliance with this standard is found on the CNS 551/552 Internship Summary Sheets and related student Internship Logs located in the students' Professional Practice files.

N. Internship students participate in an average of 1½ hours per week of group supervision on a regular schedule throughout the internship. Group supervision must be provided by a counselor education program faculty member or a student supervisor who is under the supervision of a counselor education program faculty member.

Each student enrolled in CNS 551/552 receives, on the average, 1.5–2 hours per week of group supervision. This is conducted by the faculty supervisors assigned to the course and are conducted by either face-to-face or online modalities (e.g., Zoom). Evidence to demonstrate our programs' compliance with this standard is found on the Internship Logs and Summary Sheets located in the students' respective Clinical Practice files.

SUPERVISOR QUALIFICATIONS

O. Counselor education program faculty members serving as individual/triadic or group practicum/internship supervisors for students in entry-level programs have (1) relevant experience, (2) professional credentials, and (3) counseling supervision training and experience.

All program faculty serving as faculty supervisors are vetted carefully to insure appropriate credentials. The vitae for program faculty serving as individual or group supervisors are found in [Appendix 3.O](#). The table below provides evidence of (1) relevant experience, (2) professional credentials, and (3) counselor supervision training and experience.

Faculty Name	Relevant Experience	Professional Credentials	Counseling Supervision Training and Experience**
Sarah Altman	2005-present – School Counselor	LSC	2007-present - Site supervisor – Marion University & IWU
Rob Atchison*	2010-2017 - Family Counselor; Clinical and Regional Supervisor – Youth Villages	LMFT; NCC	AAMFT Clinical Approved Supervisor
Daphne Blick-Washington	2016-present – private practice	Approved Clinical Supervisor; LCPC; Lic. Psych.; Certified Telehealth Provider; Lic. Guidance Counselor	2019-present – Online Clinical Supv.
Sara Chambers	2011-present - Counselor, Hamilton Center and Midtown Mental Health	LCAC; LMHC	
Julie Hertzog	2017-present – School Counselor	LSC	Attends Semester Webinars on Supervision; Monthly Supervision with Supervisor from Full-time Faculty
Allen Hill	1998-present – School Counselor	LSC	1 Day Training with Dr. Money-Brady; Attends Semester Webinars on Supervision; Monthly Supervision with Supervisor from Full-time Faculty
Julie Hill	MA in School Counseling	LSC; NCC; NCSC	1 Day Training with Dr. Money-Brady;

			Attends Semester Webinars on Supervision; Monthly Supervision with Supervisor from Full-time Faculty
Elizabeth Howerth	2014-present – Community- and School-based Mental Health Counselor	LMHC	
Judith Justice*	1993-2013 – School Counselor, Whitley Co. Schools; 1993-2008 – Children First Moderator	LMHC; LSC	SC Program Director, 2007-2019; Intern Supervisor, 2007-present
Kay Keller	2000-present – MHC, University Counseling Center;	LMHC	2005-present – IWU Intern. Supv.
Jennifer Money-Brady*	2017-2018 – School Counselor, St. Richards Episcopal School; 2008-present – Grief Group Facilitator	LSC; NCC	Doctoral Supervision Course; Coordinates Supervision Webinars each Semester; Provides Supervision of University Supervisors on Monthly basis
Lorrie Newberg	2010 – present – Family Therapist	LMFT	AAMFT Clinical Approved Supervisor
Candice Norris-Brown*	Private Practice; School Counselor, DeKalb Co. School District (GA)	LPC; NCC; CSC	Approved Clinical Supervisor; Doctoral Supervision course
Katherine Ruiz	2015-present – Marriage and Family Therapist	LMFT	
Amanda Schwyn	2014-present – School Counselor	LSC	Doctoral Supervision Course; Attends Supervision Webinars each Semester
Dale Wayman	1996-present – Coun. In Community Mental Health and	LMHC	Approved Clinical Supervisor

	Substance Use Settings		
James Witty	1995-present – Building Bridges Professional Counseling	LMFT	AAMFT Clinical Approved Supervisor

* - Full-time core faculty member

** - All faculty supervisors receive a minimum of two hours of training in supervision through CE webinars offered by the Division of Graduate Counseling.

P. Students serving as individual/triadic or group practicum/internship supervisors for students in entry-level programs must (1) have completed CACREP entry-level counseling degree requirements, (2) have completed or are receiving preparation in counseling supervision, and (3) be under supervision from counselor education program faculty.

Not Applicable – The Division of Graduate Counseling does not presently use students as supervisors in any capacity related to the Professional Practice components of our programs.

Q. Site supervisors have (1) a minimum of a master’s degree, preferably in counseling, or a related profession; (2) relevant certifications and/or licenses; (3) a minimum of two years of pertinent professional experience in the specialty area in which the student is enrolled; (4) knowledge of the program’s expectations, requirements, and evaluation procedures for students; and (5) relevant training in counseling supervision.

Site supervisors are required to meet the specified qualifications. These qualifications are stated explicitly in the General Internship Information Form, used in the orientation of student interns (see [Appendix 3.Q.a.](#)) and the Internship Site Application Form (see [Appendix 3.Q.](#)). Copies of these signed contracts for completed internships are found in the CIPPS site and the clinical experience files for each student and alumnus. These are located in divisional administrative offices. The signed contracts for students presently enrolled in internships are filed and stored in the administrative assistant’s office at the Marion and Indianapolis offices.

R. Orientation, consultation, and professional development opportunities are provided by counselor education program faculty to site supervisors.

All site supervisors receive information regarding our programs, the Professional Practice components, and their roles prior to the beginning of the semester. Initial information is verbally presented by the students and in the content of the Counseling Site Application form and Internship Contract. From the point of initial contact, site supervisors are encouraged to contact faculty supervisors and the clinic coordinator for

assistance or consultation as needed. Collaboration between faculty and site supervisors is encouraged as needed throughout the contracted period. However, a minimum of two contacts are required during a practicum or internship. These required contacts are to be initiated by the respective faculty supervisor.

Further orientation and training are provided through the supervisor's training workshops, which are offered online and no later than the middle of the fall and spring semesters by the division. Attendance of site supervisors and students are required. An in-service training on some aspect of clinical supervision, with the option of attaining CEU credits is offered at no cost to professional attendees. A list of webinar topics offered in the last two years is presented below:

This is the list of what we've offered in the last two years:

Ethics in Supervision (October 2018)
Mentoring your Supervisee (April 2019)
Your Supervision Legacy (December 2019)
Conflict Resolution in Supervision (June 2020)

Additionally, we offered three webinars through the Lilly grant to all supervisors (most especially School Counseling Supervisors):

Admin and School Counselors Collaborate: December 2018
Admin and School Counselors Evaluate: January 2019
Supervising your Intern: School Counseling February 2019

An example of these trainings is found in [Appendix 3.R.a.](#), where the power point from the October 2018 is displayed. A poster promoting the most recent supervisors' training webinar is found in [Appendix 3.R.b.](#)

- S. Written supervision agreements define the roles and responsibilities of the faculty supervisor, site supervisor, and student during practicum and internship. When individual/triadic practicum supervision is conducted by a site supervisor in consultation with counselor education program faculty, the supervision agreement must detail the format and frequency of consultation to monitor student learning.**

Information regarding the programs' expectations, requirements, and evaluation procedures are informally discussed at the point of initial contact between the student and prospective site supervisor. These are expressed explicitly in the Internship Contract (see [Appendix 3.S](#)). Copies of these signed contracts for completed internships are found in the clinical experience files for each student and alumnus.

PRACTICUM AND INTERNSHIP COURSE LOADS

- T. When individual/triadic supervision is provided by the counselor education program faculty or a student under supervision, practicum and internship courses should not exceed a 1:6 faculty:student ratio. This is equivalent to the teaching of one 3-semester credit hour or equivalent quarter credit hour course of a faculty member's teaching load assignment.**

All practicum and internship courses are assigned 3 credit hours of teaching load. Six students are considered the maximum enrollment for such courses. Additional faculty load is given for any enrollment that is above the maximum. Thus, seven students in an internship courses would be considered overload and the instructor would receive 3.5 credit hours of teaching load for that course.

- U. When individual/triadic supervision is provided solely by a site supervisor, and the counselor education program faculty or student under supervision only provides group supervision, practicum and internship courses should not exceed a 1:12 faculty:student ratio. This is equivalent to the teaching of one 3-semester credit hour or equivalent quarter credit hour course of a faculty member's teaching load assignment.**

Individual supervision is provided by the site supervisor for all practicum and/or internship students whose placement is in a setting external to the divisional clinic. All practicum and internship courses are assigned 3 credit hours of teaching load to faculty supervisors who provide. The maximum number of students enrolled in these courses is six. Thus, the 6:1 student to faculty ratio is maintained. Additional faculty load is given for any enrollment that is above the maximum.

- V. Group supervision of practicum and internship students should not exceed a 1:12 faculty:student ratio.**

The faculty:student ratio for group supervision is identical to the number of students enrolled in a specific section of practicum or internship. Those students enrolled in a section will be supervised by the faculty supervisor who is serving as their instructor. Thus, the number of students in group supervision is identical to the number of students enrolled in the course section (i.e. six or less).

- W. When counselor education program faculty provide supervision of students providing supervision, a 1:6 faculty:student ratio should not be exceeded. This is equivalent to the teaching of one 3-semester or equivalent quarter credit hours of a faculty member's teaching load assignment.**

Not applicable. We have no students who are serving as supervisors.

SECTION 4: EVALUATION IN THE PROGRAM

Evaluation in the program includes opportunities for counselor education program faculty to comprehensively evaluate overall program effectiveness. Assessment of students' knowledge, skills, and professional dispositions is integral. Evaluation data will help program faculty reflect on aspects of the program that work well and those that need improvement and will inform programmatic and curricular decisions.

The following Standards apply to all entry-level and doctoral-level programs for which accreditation is being sought unless otherwise specified.

EVALUATION OF THE PROGRAM

- A. Counselor education programs have a documented, empirically based plan for systematically evaluating the program objectives, including student learning. For each of the types of data listed in 4.B, the plan outlines (1) the data that will be collected, (2) a procedure for how and when data will be collected, (3) a method for how data will be reviewed or analyzed, and (4) an explanation for how data will be used for curriculum and program improvement.**

The Clinical Mental Health Counseling and School Counseling have program evaluation plans that systematically assess their respective programs. The evaluation plans for each program is found in the Division of Graduate Counseling Assessment Handbook (currently under revision). These program evaluation plans, which have been recently revised, are summarized in the Assessment Matrices for the respective programs. The Assessment Scheme for the Clinical Mental Health Counseling program is found in [Appendix 4.A.a](#); the Assessment Scheme for the School Counseling program is found in [Appendix 4.A.b](#). These comprehensive plans provide detailed descriptions of the manner in which the division, its mission, programs, courses, and students learning outcomes are assessed.

In each plan, program learning objectives are operationalized as Key Performance Indicators (KPI). The matrix provides a visual display of how each KPI is linked to the curriculum by identifying the specific courses where KPI-specific content is being presented and assessed at the Introduction (I), Development (D), and Mastery (M) levels. At each intersection of a KPI and [course] I, D, or M, a specific course activity is identified in which data is being gathered for student and program assessment purposes. Four-point rubrics assess performance of each student on the course activity relative to the particular KPI. Each of the rubrics are found in the Divisional Assessment Handbook. A sample rubric is display below:

Division of Graduate Counseling

Key Performance Indicator Assessment Rubric: LOA KPI 7: CNS 506 Test Construction, Part III

Instructions: For the linked assignment, please evaluate using the 4-point scale (see below) regarding the extent to which each student:

LOA KPI 7: CNS 506 Test Construction, Part III	4 – Exemplary	3 – Accomplished	2 – Developing	1 – Beginning
KPI 7: Students will display counseling appraisal skills that demonstrate validity and reliability.	Student work exceeds expectations; demonstrates accomplishment far beyond expectation for performance at this point in progression through the program.	Student work demonstrates completion of outcome at satisfactory level; evidences capability to perform desired outcome at a level appropriate at this point in progression through the program.	Student work demonstrates performance of outcome at an emerging level; outcome demonstrated with basic level of attainment, with room or need for improvement. Minimally acceptable for performance at this point through the program.	Student work demonstrates limited attainment of desired outcome or has not met expectation for desired outcome satisfactorily; did not attain desired outcome at a level appropriate at this point in progression through the program.

Data is collected each time the course is offered. A program assessment rubric is attached to each assignment in the IWU Learning Management System (LMS; i.e., Bright Space) for which program evaluation data is to be gathered. Instructors complete and submit the assessment rubric at the time the grade the course activity. The LMS stores this assessment data and organizes it by program learning outcome/KPI and student name. This enables program faculty to assess each student's progression relative to each learning outcome throughout their respective program of study. Student data is, then, aggregated to provide an overall program assessment of performance on each of the identified KPIs (core and specialization).

Student progression and program data are reviewed each year by program faculty. Results, conclusions, and recommendations for revision of programs are presented at the annual divisional assessment meeting, which is conducted around the end of August. Each program, then, submits a report that identifies program learning outcomes, how they are measured, results obtained, and how they are being applied toward program revision. Sample Program Assessment Reports are found in [Appendix 4.A.c](#) and [Appendix 4.A.d](#), for Clinical Mental Health Counseling and School Counseling, respectively. These reports conform to the requirements of the IWU College of Arts and Sciences Program Assessment policy and align with the requirements specified by CACREP.

B. The counselor education program faculty demonstrate the use of the following to evaluate the program objectives: (1) aggregate student assessment data that address student knowledge, skills, and professional dispositions; (2) demographic and other characteristics of applicants, students, and graduates; and (3) data from systematic follow-up studies of graduates, site supervisors, and employers of program graduates.

The results of recent annual program assessment are made available to the public on our programs' webpages. This information is easily accessed by going to the program webpage and clicking on *Resources and Assessments*. Annual reports are listed by the academic year.

Program faculty assess student progression and program performance using multiple methods over time in systematic intervals (i.e., at the end of the student's first nine credit hours of study, near the mid-point of their program of study, and near the end of their final internship). (1) Use of aggregated student assessment data to evaluate program objectives is demonstrated and summarized in the Annual Program Reports (e.g., see pp. 6-10 in the CMHC Program Assessment Report; pp. 8-10 in the SC Program Assessment Report). (2) The assessment reports from each program notes how they have used data regarding increased enrollments and more regional and ethnic diversity to inform program decisions.

(3) Several systematic approaches are used to gather data from graduates, site supervisors, and employers of graduates. First, an Exit Interview is conducted with each graduate from the Division of Graduate Counseling. A sample of results from recent Exit Interviews are found in [Appendix 4.B.3.a](#). In addition, Alumni Surveys are administered via email by the Department of Institutional Effectiveness to graduates of the programs. The most recent Alumni Survey was conducted in 2019. The survey and results are found in [Appendix 4.B.3.b](#). As can be seen, alumni evaluated the extent to which they believed each of their respective program learning outcomes and were fulfilled. In addition, alumni, organized by site, responded to the question of "To what extent did your program prepare you for your future career or educational path?"

Finally, a Site Supervisor and Employer Survey is administered via email by the Department of Institutional Effectiveness to site supervisors and identified employers of graduates from divisional programs. The most recent Employer Survey was administered in 2019. The survey and results are found in [Appendix 4.B.3.c](#). We note that the return rate was disappointingly low. Alternative methods of identifying appropriate respondents are explored so that meaningful results can be obtained. In addition, we see a need to revise the items on the survey. It was originally designed by another college within IWU and seems oriented more towards evaluating that college rather than specific programs. As a result, the current Employer/Supervisor Survey does not contribute to our evaluation of our programs as much as we would like.

C. Counselor education program faculty provide evidence of the use of program evaluation data to inform program modifications.

Evidence of the use of program evaluation data to inform program modifications is summarized in the responses found in each program's responses on the CAS Program Assessment Forms ([Appendix 4.A.c.](#) and [Appendix 4.A.d.](#)), for Clinical Mental Health Counseling and School Counseling, respectively. In his assessment report, the Director of the CMHC program reported:

- g. How well feedback from the last cycle of assessment was incorporated into this assessment cycle?

We always review our assessment data to evaluate the effectiveness of our teaching and clinical experiences; for the past few years, we have been more intentional about delineating specific ways that we want to assess our standards, and ways to incorporate assessment feedback into our curriculum and structure. As a result, we developed a comprehensive exam, and we will use the results of the exam to evaluate several of our standards, those that needed additional evidence of our effectiveness. In addition, we have reviewed the timing of offering courses, and have added sections of some courses in semesters when those courses are not typically offered. We have also increased the number of sections of most of our curriculum to accommodate the increasing number of students, and we have reassessed the value of and need for the prerequisite courses to Practicum and other courses in the curriculum. As a division, we decided to drop prerequisites for most courses, but to retain all six prerequisites for the Practicum course: CNS 501, Human Growth and Development; CNS 502, Multicultural Counseling; CNS 503, Theory and Techniques of the Helping Relationship; CNS 504, Theory and Techniques of Group Counseling; CNS 508, Legal, Ethical, and Professional Issues in Counseling; and CNS 533, Psychopathology.

- 1. How will the information from this assessment cycle be used for program improvement?

Over the past few years, we have used the information from our assessment efforts to redesign our curriculum (although we still offer psychopharmacology as an elective, we no longer require it for graduation, and we eliminated the advanced internship, as Indiana dropped their advanced internship requirement for licensure; several years ago, CACREP reduced the clinical hours needed for graduation from 1000 to 700.) In response to student feedback for courses in certain topics, we instituted several electives so that

students have more options: three one-semester hour courses in Neuroscience; courses in play therapy, Home-based Counseling, Sexual Addictions, Trauma Counseling, Divorce and Remarriage, etc.

2. How has prior assessment influenced the current program budget? (e.g. prior years' assessment demonstrated a need for additional faculty, technology, external testing, etc.)

We needed equipment to map brain functioning, which was proposed and added to our budget requests. The request was approved, and we were able to procure what we needed. We also have grown rapidly, which has necessitated more faculty, which we have requested. And two (possibly) three faculty position have been awarded to our division for the next fiscal year.

Due to the age of existing furniture in our Marion counseling clinic, and its frequent use, the need for new furniture was evaluated and a request was made. That request was approved, and new furniture is now in place.

3. What are the possible budgetary implications of this report? (e.g. Program assessment has demonstrated the need for updating equipment, hiring additional faculty, etc.)

We have grown rapidly, which has necessitated more faculty, which we have requested. And two (possibly) three faculty position have been awarded to our division for the next fiscal year. The increase in enrollment in our program since it has been offered in an online format has put a strain on our faculty, and we are having to use more adjunct faculty. We need one more faculty person dedicated to Clinical Mental Health Counseling now, and with increased enrollment, we will need more in the future.

The Program Director for the School Counseling program reports the following (SC CAS Program Assessment Reporting Form, 2018-2019, pp. 9-11):

- g. How well has feedback from the last cycle of assessment was incorporated into this assessment cycle?

Our assessment helped us to determine what courses to create and when to offer them. Thus we created CNS 556 P-12 Career and College Readiness 3; CNS 555 Academic Counseling & Classroom Support; CNS 557 Mental Health in School; CNS 538 Play Therapy; SDC 530; Social Justice in Action,

and; CNS 558 Trauma and Grief. We offer these course, mostly in the summer to appease our students who are teachers, and spread others into Spring term, when many students needed an additional class.

7. How will the information from this assessment cycle be used for program improvement? The information gleaned from this cycle of assessment will help us to:
 - a. determine whether or not we increase the credit hours for the two Internship courses from 3 to 6 hours each;
 - b. change the assessments for clinical work;
 - c. determine if we should align with CAEP.
 - d. Add or enhance topics within elective courses
8. How has prior assessment influenced the current program budget? (e.g. prior years' assessment demonstrated a need for additional faculty, technology, external testing, etc.)
 - a. The increase of number of students has caused an increase of two adjunct faculty.
 - b. It also demanded the search for more adjuncts and a full-time professor.
9. What are the possible budgetary implications of this report? (e.g. Program assessment has demonstrated the need for updating equipment, hiring additional faculty, etc.)

The hiring of additional full-time faculty will demand an increase in the budget, though this will quickly be recovered with the increase in student enrollment.

D. Counselor education program faculty disseminate an annual report that includes, by program level, (1) a summary of the program evaluation results, (2) subsequent program modifications, and (3) any other substantial program changes. The report is published on the program website in an easily accessible location, and students currently in the program, program faculty, institutional administrators, and personnel in cooperating agencies (e.g., employers, site supervisors) are notified that the report is available.

All programs upload on their webpages annual reports of assessment data that includes presentation of each program learning outcome, the methodology by which they were measured, results obtained, and resulting program modifications. These reports can be accessed through the following link: <https://www.indwes.edu/adult->

[graduate/programs/ma-counseling/resources](#) . As can be noted, a variety of resources and reports are available to the general public at this site. These include program vital statistic reports, assessment reports, and annual reports (a magazine-type format that was discontinued), and additional resources.

Faculty, staff, institutional administrators, faculty and site supervisors, and relevant personnel from cooperating agencies are to be sent notification of the availability of and URL links to these reports via email. We note that while evaluation reports have been made available to the institutional personnel and the general public on our website, we have been inconsistent in providing notification of postings to our constituents. We have taken steps to insure that such notification occurs in a timely manner and more consistently in the future.

- E. Counselor education program faculty must annually post on the program's website in an easily accessible location the following specific information for each entry-level specialty area and doctoral program: (1) the number of graduates for the past academic year, (2) pass rates on credentialing examinations, (3) completion rates, and (4) job placement rates.**

The Division of Graduate Counseling posts Vital Statistics Data on its webpage. It is easily accessed by going to the particular program webpage and clicking on *Resources and Assessments*. Data for the 2018-2019 academic year can be found by clicking on the following link: https://www.indwes.edu/adult-graduate/programs/ma-counseling/_files/Vital-Stats-18-19.pdf As can be seen, this information is presented for each program area.

ASSESSMENT OF STUDENTS

- F. The counselor education program faculty systematically assesses each student's progress throughout the program by examining student learning in relation to a combination of knowledge and skills. The assessment process includes the following: (1) identification of key performance indicators of student learning in each of the eight core areas and in each student's respective specialty area(s) (for doctoral programs, each of the five doctoral core areas), (2) measurement of student learning conducted via multiple measures and over multiple points in time, and (3) review or analysis of data.**

As can be observed in the Assessment Plans for the Clinical Mental Health Counseling (see [Appendix 4.A.a.](#)) and School Counseling (see [Appendix 4.A.b.](#)), assessment processes includes:

- (1) identification of key performance indicators for each of the eight core areas and in each respective specialty area. KPIs for each of the eight core areas are labeled as KPI 1-8 in each respective program assessment plan. KPI 9 samples attainment of

- knowledge and skills in what is identified as a ninth core area in our programs, Faith Integration. The remaining KPIs relate specialty-specific areas;
- (2) As indicated in the Program Assessment Plans for each program, various assignments in a minimum of three courses are used to assess student KPI attainment; These measures occur over multiple times (i.e., distinct courses and assignments) and are gathered in a specified sequence (i.e., Introduction, Development, Mastery) to reveal the developmental progression in students' knowledge and skill attainment.
 - (3) As noted earlier, student data is gathered using completion of rubrics that are completed by the particular course faculty member. These ratings are submitted to the institutional LMS (i.e., Bright Space) along with the input of scores into the electronic gradebook. Reports are generated for program faculty to review and analyze quality of student progression. By aggregating this student data by organizing input ratings according to KPIs, program faculty are able to assess the extent to which their respective program is performing as intended (i.e., as indicated by means of 3 or above for each identified KPI).

A Student Progression Report form has been developed to summarize the progression data across all KPIs (see **Appendix 4.F.**).

We have been disappointed in the capacity of the LMS to truly organize data for *both* student progression and program assessment. While we were told that Bright Space had the capacity to organize data and generate both student and program evaluation reports, it has not lived up to expectations. As a result, the data reporting has not been as comprehensive as desired. The division is presently exploring alternative data management systems that have demonstrated capacity to generate usable reports to faculty as desired. Ideally, alternative data management system will be in place at the time of the site visit.

G. The counselor education program faculty systematically assesses each student's professional dispositions throughout the program. The assessment process includes the following: (1) identification of key professional dispositions, (2) measurement of student professional dispositions over multiple points in time, and (3) review or analysis of data.

- (1) The Division of Graduate Counseling has operationalized professional dispositions for the counseling profession as the display of the *intellectual virtues*. We see the intellectual virtues as foundational to, but separate from the knowledge and skills required for excellence in professional counseling. In other words, they should not overlap with the student's conceptual understanding of counseling-related concepts, process, ethical and legal principles, or effective application of technique. Rather,

they serve as the substrate comprised of personal qualities, traits, and values that are fertile grounds for development of professional and clinical competence.

The following ten intellectual virtues show promise as dispositional foundations for students entering into counselor education and, later, as practicing counseling professionals: curiosity; humility; autonomy; attentiveness; carefulness; thoroughness; open-mindedness; courage; tenacity; and honesty.

- (2) We assess students' possession of intellectual virtues at three points in their academic progression: as part of the admissions interview process; at point of entry into practicum; and, at the end of their final internship. Multiple methods are used to assess the possession and display of the intellectual virtues. First, the Intellectual Character Scale- Revised (Baehr, 2015), a self-report instrument is completed by student as part of their admissions interview, at the mid-point of their program (i.e., the beginning of their practicum), and at the end of their program (i.e., final internship). A copy of this instrument can be found in [Appendix 4.G.a](#). In addition, program faculty supervisors assess student disposition, using the *Intellectual Virtues Scale: Faculty Supervisor Form*. A copy of this scale can be found in [Appendix 4.G.b](#).
- (3) **[insert evidence of review or analysis of data. Note issues in collecting data at multiple points.]**

H. The counselor education program faculty has a systematic process in place for the use of individual student assessment data in relation to retention, remediation, and dismissal.

The Division of Graduate Counseling has in place a systematic process for the use of student assessment data in relation to retention, remediation, and dismissal. This policy, titled the *Student and Program Evaluation Policy*, is communicated in the Student Handbook and is also accessible to the public on the divisional webpage. The policy can be downloaded by using the following link:

https://www.indwes.edu/adult-graduate/programs/ma-counseling/_files/Student-Handbook-2019-2020-Revised-9-30-19.pdf (see Table of Contents, *Student and Program Evaluation Policy*, p. 34).

EVALUATION OF FACULTY AND SUPERVISORS

I. Written procedures for administering the process for student evaluations of faculty are available to the counselor education program faculty.

The process of administering the student evaluation of faculty occurs in the end-of-course evaluations by students and is managed by the College of Arts and Science Office of Academic Affairs. Thus, procedures for and actual administration of the student evaluation of faculty is responsibility of the Office of Academic Affairs. Program faculty have no

responsibility in managing this process. Faculty receive the aggregated results of student responses for each course.

J. Students have regular, systematic opportunities to formally evaluate counselor education program faculty.

Students have the opportunity to formally evaluate program faculty through the end-of-semester course surveys. All student receive an email notification from the College of Arts and Sciences Office of Academic Affairs requesting that the complete the course surveys. Instructions are provided on how they are accessed. A copy of a recent email notification to students is found below:

From: notification@ce.mail.campuslabs.com <notification@ce.mail.campuslabs.com>
Sent: Monday, May 11, 2020 2:17 PM
To: Derby, Connie <Connie.Derby@indwes.edu>
Subject: End of Course Surveys Open

***This message originated from outside the Indiana Wesleyan University email system ***
Dear [Student Name],

Please complete this course evaluation in the next week, if at all possible. We want to learn from your feedback in this unusual and challenging season.

To access your surveys, please go to <https://iwu.campuslabs.com/courseeval/> and sign in using your IWU credentials.

Please try to separate your feelings about the many changes forced by COVID-19 from the course experience itself. We realize this is pretty impossible to do. Nonetheless, consider that feedback offered in a spirit of grace often has the biggest impact on faculty growth and development.

Given the transition to online learning, you'll notice that some questions will be less applicable than usual. Just do your best to respond or leave it blank.

Please consider providing a few written comments in this unique season. We want to learn as much as we can from your experience in order to benefit students in the future.

If you experience technical difficulties, please contact [Campus Labs Support](#). Other questions should be addressed to your instructor.

Sincerely,

Connie Derby

[Return to the Table of Contents](#)

K. Students have regular, systematic opportunities to formally evaluate practicum and internship supervisors.

Students have the opportunity to formally evaluate both faculty and site supervisors near the end of their practicum and internship experiences. The forms used for these evaluations are found on the divisional CIPPS site (accessed on the *internal* faculty and student portal using the following link:

<https://myiwu.indwes.edu/groupsites/cipps/Pages/default.aspx?RootFolder=%2Fgroupsites%2Fcipps%2FInternship%20Site%20Applications%20and%20Evaluations%2FInternship%20Sites&FolderCTID=0x012000788B1D52DEBA8744B32E65D8B93D0892&View=%7B9484DD74%2D95D6%2D419F%2D954C%2DE642CC88E351%7D>

– Under Clinic Practicum heading, scroll down to and click on Evaluation of Supervisor form). A copy of the Evaluation of Faculty form can be found in [Appendix 4.K.](#)

SECTION FIVE: ENTRY-LEVEL SPECIALTY AREAS

Students who are preparing to be professional counselors must demonstrate knowledge and skills in the Foundations, Contextual Dimensions, and Practice of their respective specializations. Generally, this content is located in the specialization courses. However, we locate several of the standard-related content in core courses. In Section Five, tables are presented that document where each of the lettered standards for the particular specialty areas (e.g., Clinical Mental Health Counseling and School Counseling) are covered in the curriculum. The particular course number and student learning outcome is identified. Syllabi for the specialization courses in the Clinical Mental Health Counseling and School Counseling programs are found in **Appendices 2.D.e.** and **2.D.f.**, respectively.

CLINICAL MENTAL HEALTH COUNSELING

1. FOUNDATIONS	
CMHC Standard	Course number/Student Learning Outcome
a. history and development of clinical mental health counseling	CNS522, SLO 1; CNS523, SLO 4; CNS524, SLO 1; CNS533, SLO 5 .
b. theories and models related to clinical mental health counseling	CNS522, SLO 1; CNS523, SLO 1, 10; CNS524, SLO 3, 4; CNS551/552/554, SLO 2
c. principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning	CNS523, SLO 1, 3; CNS511, SLO 4, 5, 7, 8; CNS533, SLO 5; CNS551/552/554, SLO 3, 6.
d. neurobiological and medical foundation and etiology of addiction and co-occurring disorders	CNS522, SLO 5; CNS523, SLO 4; CNS511, SLO 1, 4, 5, 6, 7.

e. psychological tests and assessments specific to clinical mental health counseling	CNS523, SLO 3, 4; CNS 506 (?) CNS551/552/554, SLO 4.
2. CONTEXTUAL DIMENSIONS	
a. roles and settings of clinical mental health counselors	CNS522, SLO 2; CNS524, SLO 2.
b. etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders	CNS523, SLO 3; CNS524, SLO 4.
c. mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment and aftercare, and the mental health counseling services networks	CNS522, SLO 3; CNS524, SLO 3, 5; CNS551/552/554, SLO 5, 6.
d. diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the <i>Diagnostic and Statistical Manual of Mental Disorders (DSM)</i> and the <i>International Classification of Diseases (ICD)</i>	CNS523, SLO 3; CNS524, SLO 6; CNS551/552/554, SLO 3, 6
e. potential for substance use disorders to mimic and/or co-occur with a variety of neurological, medical, and psychological disorders	CNS522, SLO 5; CNS523, SLO 4; CNS511, SLO 6.
f. impact of crisis and trauma on individuals with mental health diagnoses	CNS522, SLO 9; CNS523, SLO 2, 7, 8.
g. impact of biological and neurological mechanisms on mental health	(I know we covered this in the MHC classes, but I don't know which SLOs best fit.)
h. classifications, indications, and contraindications of commonly prescribed psychopharmacological	CNS522, SLO 5; CNS523, SLO 4; CNS511, SLO 2; CNS533, SLO 9.

medications for appropriate medical referral and consultation	
i. legislation and government policy relevant to clinical mental health counseling	CNS522, SLO 4, 8.
j. cultural factors relevant to clinical mental health counseling	CNS522, SLO 7; CNS523, SLO 6; CNS524, SLO 5 (not sure) CNS511, SLO 8; CNS533, SLO 10; CNS551/552/554, SLO 8.
k. professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling	CNS522, SLO 4, 6.
l. legal and ethical considerations specific to clinical mental health counseling	CNS522, SLO 4; CNS551/552/554, SLO 1
m. record keeping, third party reimbursement, and other practice and management issues in clinical mental health counseling	CNS508 (not sure if we should include this class) CNS522, SLO 6. CNS551/552/554, SLO 7
3. PRACTICE	
a. intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management	CNS523, SLO 3, 9; CNS551/552/554, SLO 4
b. techniques and interventions for prevention and treatment of a broad range of mental health issues	CNS524, SLO 4, 10 (?) CNS551/552/554, SLO 5, 6
c. strategies for interfacing with the legal system regarding court-referred clients	CNS522, SLO 4; CNS 551/552/554, SLO 1.

d. strategies for interfacing with integrated behavioral health care professionals	CNS522, SLO 3; CNS524, SLO 3, 7; CNS551/552/554, SLO 8.
e. strategies to advocate for persons with mental health issues	CNS522, SLO 2, 3; CNS524, SLO 2.

SCHOOL COUNSELING

1. FOUNDATIONS	
School Counseling Standard	Course Number/Student Learning Outcome
a. history and development of school counseling	CNS519 SLO 1; CNS550S SLO 7, 9
b. models of school counseling programs	CNS519 SLO 2; CNS529 SLO 3; CNS550S SLO 1
c. models of P-12 comprehensive career development	CNS519 SLO 2; CNS529 SLO 3; CNS5510s SLO 3,7,11
d. models of school-based collaboration and consultation	CNS519 SLO 4; CNS529 SLO 3,8
e. assessments specific to P-12 education	CNS519 SLO 3; CNS529 SLO 3
1. CONTEXTUAL DIMENSIONS	
a. school counselor roles as leaders, advocates, and systems change agents in P-12 schools	CNS519 SLO 2, 4, 12; CNS529 SLO 4,5,7,12; CNS550S SLO 10
b. school counselor roles in consultation with families, P-12 and postsecondary school personnel, and community agencies	CNS519 SLO 4, 6; CNS527 SLO 6; CNS529 SLO 1,4,5; CNS550S SLO 6
c. school counselor roles in relation to college and career readiness	CNS519 SLO 4,6; CNS529 SLO 4,5

d. school counselor roles in school leadership and multidisciplinary teams	CNS519 SLO 3,4; CNS527 SLO 6; CNS529 SLO 4, 5
e. school counselor roles and responsibilities in relation to the school emergency management plans, and crises, disasters, and trauma	CNS519 SLO 3; CNS 529 SLO 5,8,9
f. competencies to advocate for school counseling roles	CNS519 SLO 4; CNS 529 SLO 5,8,10
g. characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders	CNS519 SLO 8; CNS527 SLO 2,4; CNS 529 SLO 2,9
h. common medications that affect learning, behavior, and mood in children and adolescents	CNS527 SLO 8; CNS550S SLO9
i. signs and symptoms of substance abuse in children and adolescents as well as the signs and symptoms of living in a home where substance use occurs	CNS527 SLO 2; CNS 529 SLO 1
j. qualities and styles of effective leadership in schools	CNS519 SLO 5; CNS 529 SLO 5,8
k. community resources and referral sources	CNS527 SLO 6; CNS 529 SLO 4,6; CNS550S SLO6,7,8
l. professional organizations, preparation standards, and credentials relevant to the practice of school counseling	CNS519 SLO 5,7; CNS 529 SLO 6,8
m. legislation and government policy relevant to school counseling	CNS519 SLO 7; CNS 529 SLO 8,10
n. legal and ethical considerations specific to school counseling	CNS519 SLO 7; CNS527 SLO 7;

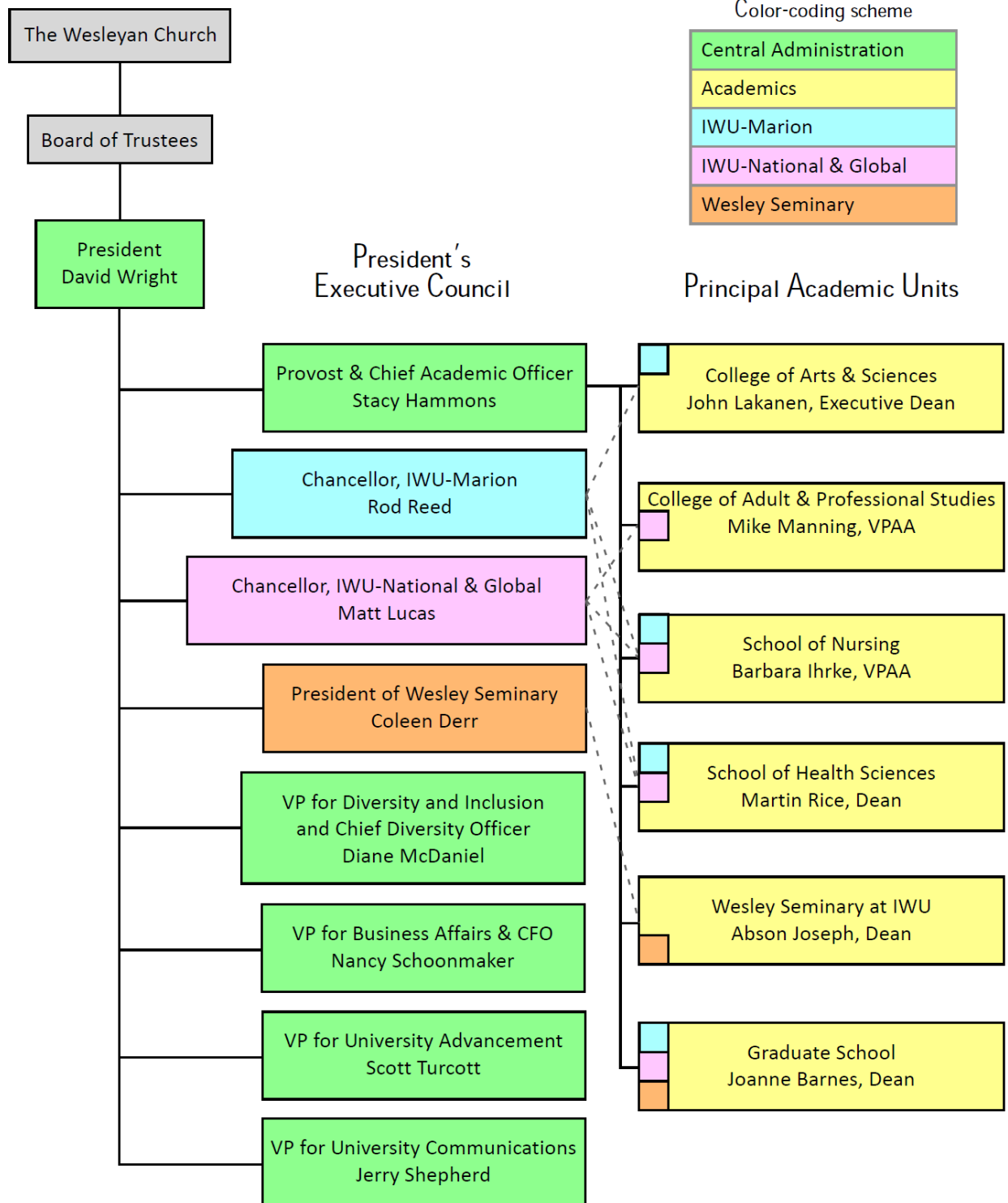
	CNS529 SLO 10, ; CNS551&552S SLO 1,8
2. PRACTICE	
a. development of school counseling program mission statements and objectives	CNS519 SLO 2; CNS529 SLO 7; CNS550S SLO 2
b. design and evaluation of school counseling programs	CNS527 SLO 6; CNS529 SLO 5
c. core curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies	CNS519 SLO 6; CNS529 SLO 2, 5
d. interventions to promote academic development	CNS519 SLO 9; CNS529 SLO 2, 5
e. use of developmentally appropriate career counseling interventions and assessments	CNS529 SLO 2; CNS550S 5; 551&552S SLO 4
f. techniques of personal/social counseling in school settings	CNS527 SLO 4; CNS529 SLO 4; CNS 550S 3; 551&552S SLO 2,3,4,5,7
g. strategies to facilitate school and postsecondary transitions	CNS527 SLO 1; 550S 4; CNS551&552S SLO 6
h. skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement	CNS519 SLO9; 550S SLO 4,11
i. approaches to increase promotion and graduation rates	CNS519 SLO9; CNS529 SLO 2; CNS551&552S SLO 6
j. interventions to promote college and career readiness	(PRACTICED, BUT NO SLOS)

k. strategies to promote equity in student achievement and college access	CNS519 SLO 8; CNS550S SLO 10
l. techniques to foster collaboration and teamwork within schools	CNS529 SLO 7; CNS551&552S SLO 2,3,4,5,7
m. strategies for implementing and coordinating peer intervention programs	CNS519 SLO 9; CNS529 SLO 2
n. use of accountability data to inform decision making	CNS529 SLO 5, 8, 9; CNS550S SLO 10
o. use of data to advocate for programs and students	CNS529 SLO 3, 5, 7, 8, 9; CNS551&552S SLO 5

APPENDICES

Appendix 1.A. – IWU Organizational Chart

Indiana Wesleyan University Organizational Structure



Appendix 1.C. – 2019-2020 Divisional Budget



Appendix 1.C. -
2019-2020 Divisional

Appendix 1.E. – College of Arts and Science Support for Professional Memberships



Appendix 1.E. - CAS
Support for Memeber

Appendix 1.G. – Information Technology Organizational Structure



Appendix 1.G -
Information Technolog

Appendix 1.J.a. – Program of Study: Clinical Mental Health Counseling



Appendix 1.J.a -
Program of Study - CI

Appendix 1.J.b. – Program of Study: School Counseling



Appendix 1.J.b. -
Program of Study - Sc

Appendix 1.L.a. – Candidate Interview Review Form

Review: GR - Initial Review

Form User	Libby Miller
Form Title	Review: GR - Initial Review
From Bin	Initial Review
Into Bin	Interview
Form Submitted	03/31/2020

GPA

GPA:	4.00
Comments: (if GPA is under 3.25, a GRE is required)	Currently at Ball State University. GPA: 3.593 Will need official transcript.

Background Check

Background Check Received?	Yes
----------------------------	-----

Required Psychology

Psychology:	5
Course 1:	Fundamentals of Counseling- A-
Course 2:	Psychopathology- A-

Required Bible/Theology Coursework

Bible/Theology:	0
Comments: (identify non-credit or life experiences that fulfill the intended content requirements of this admission criterion)	Will need OT and NT.

Three Letters of Recommendation

Recommendations:	5
Student Advisor	Dr. Mark Gerig
Colleague ID	2278892

Appendix 1.L.b. – Character Assessment – Revised (Baehr, 2015)



Appendix 1.L.b -
Character Assessment

Appendix 1.L.c. – Applicant Interview Evaluation Form

Interview Evaluation

Form User Mark Gerig
Form Title Interview Evaluation
From Bin Interview
Into Bin Final Review
Form Submitted 04/14/2020
Reviewer:* Mark S. Gerig
Date:* 04/14/2020

Adaptive Learning

Rating:* 5
Comments: working in customer service at Wal-Mart; has good foundational skill, but adapts to serve customers and need specific concerns; no two concerns are exactly the same; problem solves spontaneously; systematic process; works with customers who can sometimes be quite irate.

Judgement / Decision Making

Rating:* 4
Comments: Narrowing down and determining minor. So many areas of interest; considered future goals and needs; which topic would bring most joy and fulfillment;

Multicultural

Rating:* 5
Comments: Working at Wal-mart - language barriers, SES; then BSU - diverse peers; good self-awareness; seeks out information from them

Self Awareness

Rating:* 5
Comments: misunderstanding while working under grad assistant in research lab; empathy skills - sought to understand position of the other; "paused and checked myself"; set aside my feeling; resolved and reconciled.

Setting Priorities

Rating:* 5
Comments: assesses amount of available time and what needs to be accomplished; sets schedule/structure according to goals; schedules in MH time

Program Selection

Rating:* 5
Comments: aligns well with CMHC; research webpage; likes option of Addictions; faith is important

Faith Integration

Rating:* 5
Comments: very important; has independently sought to research it; wants to learn how to integrate in counseling

Total Score (out of 35): 34

Appendix 1.L.d. – Faculty Review Form

Review: GR - Faculty Review

Form User	Mark Gerig
Form Title	Review: GR - Faculty Review
From Bin	Interview
Into Bin	Final Review
Form Submitted	04/14/2020

Relevant Work Experience

Work Experience:	4
------------------	---

Personal Interview (see interview sheet; transform to 5 pt. scale)

Interview:	4.86
------------	------

Comments: (provide specific objective evidence)	Very strong candidate. Excellent student, research assistant; provided psychoeducation to grade school students; articulate;
---	--

Appendix 1.L.e. – Graduate Admissions Decision Form

Graduate Admissions Decision

Form User	Rob Atchison
Form Title	Graduate Admissions Decision
From Bin	Final Review
Into Bin	Admit
Form Submitted	04/16/2020
Program:	M.A. Counseling - Clinical Mental Health Counseling
Advisor:	Dr. Mark Gerig
Location:	Marion Campus
Admission Decision	Conditional Admission
Needed Requirements:	Old Testament New Testament

Appendix 1.M.a. – CNS 500 New Student Orientation – Syllabus



Appendix 1.M.a -
CNS 500 New Studen

Appendix 1.O. – Examples of Student Remediation Processes



Appendix 1.O. -
Examples of Student F

Appendix 1.P. – Letter of Admission/Assignment of Advisor



Appendix I.P - Letter
of Acceptance.assignn

Appendix 1.R. – Full-Time Faculty Vitae

[Appendices\faculty vitas](#)

Appendix 1.Q. – Example of Divisional Job Posting

(See following page)

Marriage & Family Therapy Faculty

POSITION SUMMARY:

The Division of Graduate Counseling at Indiana Wesleyan University invites applications for an Assistant or Associate Professor of Marriage and Family Therapy (MFT). Successful candidates will show evidence of personal faith in Jesus Christ, comfort with the Wesleyan perspective, and a commitment to liberal learning as well as a fully integrated life of faith and work, embracing God's purpose individually and collaboratively. Applicants who bring diverse ethnic, racial, and gender perspectives to their scholarship and teaching are especially encouraged to apply.

The Division of Graduate Counseling offers programs in Addictions Counseling, Clinical Mental Health Counseling, Marriage and Family Therapy/Counseling (MFT), School Counseling (SC), and Student Development Administration (SDA). The CMHC, MFT, and SC programs are currently accredited by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP). In addition, the MFT/C program is accredited by the Council of Accreditation for Marriage and Family Therapy Education.

Start date will be in the summer/fall of 2020.

EDUCATION REQUIREMENTS:

Individual with an earned doctorate in Counselor Education or able to demonstrate full-time faculty appointment to a graduate counseling education program for a minimum of one year prior to October 2013.

DUTIES AND RESPONSIBILITIES:

Responsibilities include teaching MFT specialization and counseling core courses, advising/mentoring MFT students, and other university (committee) service. Strong candidates will be open to teaching on-site in Indianapolis and Marion, IN, as well as online. Teaching load will be 3 courses per semester with one summer course. Faculty research and participation/leadership in state and national organizations are expected and supported by the Division/University.

QUALIFICATIONS:

According to Indiana Wesleyan University employment policy all employees must possess a strong Christian commitment and adhere to the standards outlined in the IWU Community Lifestyle Statement.

Appendix 1.U. – 2018-2019 – Faculty Loading Report



Appendix 1.U. - Copy
of 2018-2019 Faculty

Appendix 1.Y.a. – Faculty Minutes Reflecting Faculty Authority,

Part 1



Appendix 1.Ya -
Faculty Minutes Refle

Appendix 1.Y.b. – Faculty Minutes Reflecting Faculty Authority, Part 2



Appendix 1.Y.b. -
Faculty Minutes Refle

Appendix 1.Y.c. – CAS New Course Proposal Form



Appendix 1.Y.c. - CAS
New Course Proposal

Appendix 1.Y.d. – CAS Process for New Program Development



Appendix 1.Y.d. - CAS
Process for New Prog

Appendix 2.B.2.a. – Example of Faculty Input Into PLO Revision: SC

(see the following page)

Agenda Item: School Curriculum Committee
Change to Program

Date: 8/22/17

Person Submitting Change: Judith Justice

Division/Department: Graduate Counseling

Type of Change:

- ☐ Program Plan of Study
- ☒ Program SLO
- ☐ Delivery Modality
- ☐ Discipline Elective Options
- ☐ Assessment Plan
- ☐ Program Name
- ☐ Other: Describe

Rationale for Change: We are changing IWU School Counseling Program Student Learning Outcomes (SLO), as dictated by Council of Accreditation of Counseling and Related Educational Programs (CACREP). The SLO's will reflect the changes made in 2016 CACREP Standards for School Counseling Programs.

Impact on Current Major: The School Counseling Program is currently 48 credit hours and it must increase to 60 credit hours by the fall of 2018. To accommodate this increase, our program will add two courses and choices of electives. The electives will cause an increase the number of students in several classes, namely Psychopharmacology and the specialization courses for which students may choose a concentration.

Requested Change:

Current (with deletions struck-out)	Proposed Change (with all changes in red font and additions bolded)
Students will articulate a clear, accurate understanding of School Counseling profession to promote the academic, career, and personal/social development of P-12 students.	1. Students will know foundations of school counseling, including: history (1a); models of school counseling (1b); collaboration and consultation (1 and P-12 assessments (1e).
Students will demonstrate knowledge of the fundamental domains in School counseling: foundations; counseling prevention, and intervention; diversity and advocacy; assessment; research and evaluation; academic development; collaboration; consultation; and leadership intervention programs.	2. Students will articulate an understanding of school counselor roles as leaders (2c) and leadership styles: advocating, and leading change in P-12 systems (2d).
Students will know, relative to school counseling: historical, philosophical, and changing trends; ethical and legal aspects; roles, functions, and setting; professional organizations, standards, and credentials; current models; the effects of developmental growth	3. Students will show understanding of school counselors' consultation with families and postsecondary school personnel and community agencies (2a), and align community resources and referrals (2j).
	4. Students will demonstrate knowledge of competencies to advocate for school counseling roles (2e).

Appendix 2.B.3.a. – Assessment Schema: CMHC



Appendix 2.B.3.a -
Assesment Schema - I

Appendix 2.D.a. – Syllabi of Onsite Core Courses



Appendix 2.D.a. -
Syllabi of Onsite Core

Appendix 2.D.b. – Syllabi of Online Core Course Syllabi



Appendix 2.D.b. -
Syllabi of Online Core

Appendix 2.D.c. – Syllabi for CMHC Practicum and Internships



Appendix 2.D.c. -
Syllabi of CMHC Pract

Appendix 2.D.d. – Syllabi for SC Practicum and Internships



Appendix 2.D.d. -
Syllabi of SC Practicum

Appendix 2.D.e. – Syllabi for CMHC Specialization Courses



Appendix 2.D.e. -
Syllabi for CMHC Spe

Appendix 2.D.f. – Syllabi for SC Specialization Courses



Appendix 2.D.f. -
Syllabi for School Cou

Appendix 3.C.a. – CMHC Practicum and Internship Evaluation Form



Appendix 3.C.a. -
CMHC Practicum and

Appendix 3.C.b. – SC Practicum and Internship Evaluation Form



Appendix 3.C.b. -
Practicum and Interns

Appendix 3.F. – CMHC Practicum Logs



Appendix 3.F. - Copy
of CMHC Practicum L

Appendix 3.F.b. – Things to Know Before Entering Into Practicum and Internship



Appendix 3.F.b. -
Things to Know Before

Appendix 3.L. – Practicum and Internship Log



Appendix 3.L. -
Practicum and Interns

Appendix 3.O. – Vita of Faculty Serving as Faculty Supervisors



Appendix 3.O. - Vita
of Faculty Serving as I

Appendix 3.Q. – Internship Site Application Form



Appendix 3.Q. -
Counseling Site Appli

Appendix 3.Q.a. – General Internship Information Form



Appendix 3.Q.a. -
General Internship Inf

Appendix 3.R.a. – October 2018 Supervisors' Training Webinar



Appendix 3.R.a. -
October 2018 Superv

Appendix 3.R.b. – Promotional Poster for Spring 2020 Supervisors Training



Appendix 3.R.b. -
Promotional Poster of

Appendix 3.S. – Internship Site Supervisor Contract



Appendix 3.S. - IWU
Clinic Practicum Contr

Appendix 4.A.a. – CMHC Assessment Scheme



Appendix 4.A.a. -
CMHC Assessment Scheme

Appendix 4.A.b. – SC Assessment Scheme



Appendix 4.A.b. - SC
Assessment Schema.c

Appendix 4.A.c. – CMHC – CAS Program Assessment Report: 2018-2019



Appendix 4.A.c. -
CMHC - CAS Program

Appendix 4.A.d. – SC – CAS Program Assessment Report: 2018-2019



Appendix 4.A.d. - SC -
CAS Program Assessr

Appendix 4.B.3.a. – Graduate Exit Survey



Appendix 4.B.3.a. -
Graduation Exit Survey

Appendix 4.B.3.b. – 2019 CNS Alumni Survey Report



Appendix 4.B.3.b. -
2019 CNS Alumni Rej

Appendix 4.B.3.c. – 2019 CNS Employer/Supervisors Survey Report



Appendix 4.B.3.c. -
2019 - CNS Employer

Appendix 4.F. – Student Progression Report Form

Student Progression Report Form

Name: _____

Student ID# _____

Program: _____ Semester of Matriculation _____

Program Learning Outcomes (PLOs)/Key Performance Indicators (KPIs)											
Level of Instruction	KPI - 1	KPI - 2	KPI - 3	KPI - 4	KPI - 5	KPI - 6	KPI - 7	KPI - 8	KPI - 9	(Spec.) - 1	(Spec.) - 2
Introduction (I)											
Developing (D)											
Mastery (M)											

Sequence of Assessment	Student Dispositions: Intellectual Virtues									
Admissions Interview	Student Self-Rating									
Start of Practicum	Student Self-Rating									
	Faculty Rating									

Appendix 4.G.a. – Character Assessment Scale – Revised (Baehr, 2015)



Appendix 4.G.a. -
Character Assessment

Appendix 4.G.b. – Intellectual Virtues Scale for Clinical Supervisors



Appendix 4.G.b. -
Intellectual Virtues Sc.

Appendix 4.K. – Evaluation of Supervisors Form



Appendix 4.K. -
Evaluation of Supervi: