

**Indiana Wesleyan University
Division of Graduate Counseling**

Self-Study in Support of the Application for Continued Accreditation to
the Council for Accreditation of Counseling and Related Educational Programs (CACREP)

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INTRODUCTION

With submission of this 2012 Self-Study for the Council for Accreditation of Counseling and Related Educational Programs, the Division of Graduate Counseling at Indiana Wesleyan University enters into its third cycle of seeking specialized accreditation. Initial two-year accreditation with conditions was granted to the Community Counseling and Marriage and Family Counseling/Therapy programs attained 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.

Changes in the institution and division have taken place since submission of the most recent self-study in 2005. Indiana Wesleyan University (IWU) is the largest private university in Indiana and has become recognized as a leader among private, not-for-profit higher learning institutions in traditional and adult-focused education delivered on-site and online. The enrollment for Indiana Wesleyan University has increased from 12,632 (2005) to 15,872 (2011). It has also become more diverse, with all the percentage of all non-white ethnic and racial students increasing relative to percent of Caucasian students. Similar trends have been noted among faculty. In addition, Indiana Wesleyan University implemented a new academic structure in July 2009 consisting of the following academic units: College of Arts and Sciences (CAS); College of Adult and Professional Studies (CAPS); School of Nursing; Wesley Seminary at Indiana Wesleyan University; and the Graduate School.

Likewise, important changes have taken place at the divisional level. The Division of Graduate Counseling (CNS) was formerly housed in the College of Graduate Studies, with students being served in the Business, Financial Aid, and Student Services offices of the College of Adult and Professional Studies. With institutional restructuring, CNS is now housed in the College of Arts and Sciences. The division has benefitted from this transition as curricular, faculty, staff, and student concerns are now housed within the College that serves traditional semester-based, on-site programs. Furthermore, the scholarly and professional pursuits of faculty have received greater support. However, being the only graduate program housed within CAS, we have been required patiently and persistently in working with and adapting policies and procedures that were originally designed for undergraduate programs and students. Furthermore, the division has added two new programs – Student Development Administration and Addictions Counseling - neither of which is designed to meet CACREP standards. These have been made available in an online, blended format. The number of full-time faculty assigned to the division has increased from three to eight members. Composition of current faculty reflects a diverse society. Finally, physical facilities, the policies and procedures of divisional clinics, technology, and research support for students and faculty provide excellent environments for our learning community.

Thus, 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 (formerly 60-hr. Community Counseling); Marriage and Family Counseling/Therapy; and School Counseling. In July 2012, the CACREP Board approved our Substantive Change Report, where we requested permission to transition our School Counseling program from an on-site to blended, online format. In accordance with the decision rendered, we will submit an Addendum to this self-study in which we discuss current status and progress in making the approved transition. Thank you for your consideration.

SECTION I
The Learning Environment:
Structure and Evaluation

The Institution

- A. The institutional media accurately describe the academic unit and each program offered, including admissions criteria, accreditation status, delivery systems used for instruction, minimum program requirements, matriculation requirements (e.g., examinations, academic-standing policies), and financial aid information.**

The Division of Graduate Studies is the primary academic unit and houses six specific programs: Addictions Counseling, Clinical Mental Health Counseling*; Community Counseling*; Marriage and Family Counseling/Therapy; School Counseling; and Student Development Counseling and Administration. Current information regarding the Division and programs offered are 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.

Links to these e-documents are as follows:

Indiana Wesleyan University Catalogue: <http://www.indwes.edu/catalog/> (**Appendix A.1**)

Divisional web-based homepage: <http://www.indwes.edu/Adult-Graduate/MA-Counseling/> (**Appendix A.2**)

Division of Graduate Counseling Student Handbook: <http://www.indwes.edu/Adult-Graduate/MA-Counseling/> (click on *Program Highlights*; click *Handbook (.pdf)*) (**Appendix A.3**)

- B. 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. 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. Furthermore, the current organizational chart of the institution places each of the programs under Graduate Counseling (**Appendix A.4**). 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. A listing of these courses and related course numbers and descriptions may be found in the course catalogue, divisional webpage, and student handbook. This CNS prefix is a designation in CAS courses reserved only for courses offered by our graduate division.

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. 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 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. Recently remodeled, 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 2011-2012 fiscal year is found in [Appendix A.5](#). The Division of Graduate Counseling submits its annual operating budget request to the Associate Dean of the School of Social and Behavioral Sciences and Business. After review by the Academic Affairs Office, the 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.

Other indicators of significant and sufficient institutional financial support are found in our divisional budget, FFE budget and related support for the remodeling of our Indianapolis-West office and clinic suite, and monies spent by the Department of Institutional Technology budget to support the division’s purchase and service of faculty, staff, and graduate assistants’ computers, printer/copiers, software, and clinic, lab, and classroom technology. Recent expenditures include:

2011	Indy West Furnishings	\$12,193.36
2011	Indy West Furnishings (part 2)	\$5,645.44
2011	Indy West Equipment	\$4,276.00
2011	Equipment (Sensory Technologies)	\$10,366.37
2010	Technology Equipment	\$2,079.68
2010	Interior Concepts	\$2,040.75

The Department of Institutional Technology seeks divisional requests for computer hardware/software and additional technological supports in the spring of each year. Appendix A.6 provides a summary of the institutional support for technology-related expenses for the 2011-2012 fiscal year ([Appendix A.6](#)).

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

The university encourages and expects faculty to be engaged in professional and scholarly activities and is conveyed through both policy and financial support. Institutional encouragement and expectations are conveyed in the policies and procedures related to faculty development and rank promotion. These policies and procedures are outlined in Section 3 of the IWU Faculty Handbook. These expectations are further detailed in The Graduate School Rank Promotion Rubric ([Appendix A.7](#)).

Additional evidence of institutional encouragement for the professional activities is found in the ample financial support given to faculty through the divisional and College of Arts and Sciences budgets. The Division of Graduate Counseling provides funding to support faculty participation in professional organizations and activities. For the past few years, \$800 per faculty member is available for conference attendance. An additional \$400 is available for professional memberships. Travel, meals, and lodging expenses are drawn from separate budget lines. Evidence of the support for the scholarly activities and professional memberships of divisional faculty is found in the 2011-2012 Budget Summary, lines (11-01000-23-1152000-6210 Workshop/Conference Fees; 11-01000-23-1152000-6150 Memberships) ([Appendix A.5](#)).

The Provost's Office provides various sources of funding to support professional activity and research. These are summarized in [Appendix A.8](#).

Additional funds to support faculty professional activities are available through the College of Arts and Sciences (CAS). As shown in the table below, CAS provides up to \$1500.00 to faculty members for up to two professional members and up to two conferences. Preference for conference attendance funding is given to support those who are presenting papers or workshops. The general practice is to requisition and use funds provided by CAS first. Once these funds are exhausted, the available divisional funds are requisitioned. A spreadsheet summary of the additional financial support of CAS for faculty professional memberships and scholarships is found in [Appendix A.9](#). Incentive Awards are provided to faculty members who have published or presented scholarly works. These are described on the Faculty Incentive Award Form, a copy of which can be found in [Appendix A.10](#).

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

An array of resources and services are available that provide excellent support to the scholarly inquiry, study, and research of faculty and students. This includes the resources of Jackson Library and its Off-Campus Library Services, divisional libraries, main campus and divisional computer labs, and software to support analysis of data.

The Jackson Library is housed on the Marion campus of Indiana Wesleyan University. Its resources and services are made equally available to Marion and Indianapolis faculty and students. This \$11 million, 79,000-square-foot facility features:

- Over 162,000 monographs, 12,000 e-books, 1,000 print journal titles, 100,000 e-journals, 220,500 microforms, 13,000 media titles and 8,000 online educational media;
- Access to a broad range of online research databases that contain over 112,500 full text journal titles and books and indexing for thousands more;
- Interlibrary loan is available for all students through the electronic nationwide ILLiad system;
- Spaces for studying, meeting, and research including a 24-hour study lounge;
- Computer workstations as well as wireless Internet access;
- Access to the catalogs of major Indiana libraries and other libraries around the world;
- Research assistance and other library services to assist in the research process;
- Media services and equipment, multimedia stations, and materials for student use;
- Videotaping studio, editing suites, and a graphics production facility.

Off Campus Library Services (OCLS) provides students and faculty in IWU's graduate programs with a wide array of resources accessible at distances from the university via the internet. These services include:

- Access to many online academic research databases, giving immediate utilization of full text articles and books
- Time sensitive delivery of journal articles not found online
- Research assistance and other library services
- Library instruction provided for students both in Marion and Indianapolis;
- Direct support for writing style (e.g., APA) questions.

Direct access to the OCLS directory of services is available to students through the following link: <http://www2.indwes.edu/ocls/> .

In addition to library-related resources, all faculty members have the option of having SPSS installed on their office computers to support their respective research activities. In addition, we have recently obtained one site license for nVivo 8 to support data analysis of faculty utilizing qualitative research methodologies. Divisional Graduate Assistants also have access to these data analysis resources. Students have access to statistical packages through main campus computer labs and computers located at each divisional site.

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

IWU provides the Division of Graduate Counseling with sufficient computer hardware to support teaching, learning, and research. A summary of the computer assets of the division is summarized on the spread sheet found in [Appendix A.11](#).

University Information Technology (UIT) partners with the University community to bring innovations to reality. Over 15,000 hours of service by our students who work alongside our more than 50 full-time employees are dedicated to supporting the University's digital infrastructure. It is our mission to provide exceptional technology services through a collaborative approach that brings meaningful, innovative, and accessible solutions to the IWU community.

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 Blackboard learning platform or other online learning technologies.

Our services include an IT Xpress help desk in the Student Center, a phone-based help desk accessible by all students, and an Instructional Resource Center, which are all housed on our residential campus at Marion. We also have an Online Support Team maintained by our College of Adult & Professional Studies staff.

Technical support for faculty is provided by the Indiana Wesleyan University Center for Learning and Innovation. The mission of the Center is to serve all of the academic units at IWU by collaborating with them to design, develop, revise and deliver technically innovative, high quality curriculum. The team of instructional designers, developers and support personnel will carry out this mission by continually investigating the current trends and future possibilities of diverse learning environments while scaffolding the academic work of the university through a flexible, iterative process that includes shared standards, skill development, and technical assistance.

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

Neither divisional faculty nor the undergraduate university counseling center (i.e., The Center for Student Success) provides counseling to students enrolled in programs offered by the Division of Graduate Studies. A list of referral sources is made available by the Center for Student Success staff and divisional faculty and staff to students interested in or required to receiving counseling services. A copy of the Community Counseling Referral List is found in [Appendix A.12](#).

- H. A counseling instruction environment (on or off campus) is conducive to modeling, demonstration, supervision, and training, and is available and used by the program. Administrative control of the counseling instruction environment ensures adequate and appropriate access by faculty and students.**

Counseling instruction takes place in the classroom and Graduate Counseling Clinics. 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 a computer 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 audio and videotaped 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 counseling instruction environment includes all of the following:

- 1. Settings for individual counseling, with assured privacy and sufficient space for appropriate equipment.**

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.

2. Settings for small-group work, with assured privacy and sufficient space for appropriate equipment.

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.

3. Necessary and appropriate technologies and other observational capabilities that assist learning.

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.

4. Procedures that ensure that the client's confidentiality and legal rights are protected.

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), which describes policies and procedures of our clinical experience components in detail. Specific policies and procedures regarding confidentiality, legal rights of clients, management of clinic schedules, client files, collateral contacts with clients (e.g., telephone calls, faxes, release of information, etc.) are addressed in this manual ([Appendix D.1](#)).

We have additional policies and procedures in place to ensure that client's confidentiality and legal rights are protected. 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

- I. **Entry-level degree programs in Career Counseling, School Counseling, and Student Affairs and College Counseling are comprised of approved graduate-level study with a minimum of 48 semester credit hours or 72 quarter credit hours required of all students. Entry-level degree programs in Addiction Counseling and in Marriage, Couple, and Family Counseling are comprised of approved graduate-level study with a minimum of 60 semester credit hours or 90 quarter credit hours required of all students. Beginning July 1, 2009, all applicant programs in Clinical Mental Health Counseling must require a minimum of 54 semester credit hours or 81 quarter credit hours for all students. As of July 1, 2013, all applicant programs in Clinical Mental Health Counseling must 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:

Clinical Mental Health Counseling – [Appendix A.13](#);
Marriage and Family Counseling/Therapy – [Appendix A.14](#);
School Counseling – [Appendix A.15](#).

These requirements are consistently communicated in our printed and web-based media. This includes:

The Division of Graduate Counseling Student Handbook: [Appendix A.3](#);

The Division of Graduate Counseling Web-based Homepage: <http://www.indwes.edu/Adult-Graduate/MA-Counseling/Courses/>

- J. **The counselor education academic unit has made systematic efforts to attract, enroll, and retain a diverse group of students and to create and support an inclusive learning community.**

The Academic Enrollment Services Office is responsible for the recruitment of students in our programs. While they do not have a specific divisional recruitment plan in place, they, along with the university, has engaged in the following activities to facilitate an atmosphere of inclusion:

- Participation in Indiana Black Expo
- Developed and offered an IWU Diversity Leadership Award
- Represented by the Director of Multicultural Recruitment at many public events

- Implemented the position of Director of Multicultural Student Services
- Serves as a corporate sponsor of the National Hispanic Christian Leadership Conference (NHCLC)
- Will host the NHCLC Educational Summit in October 2012
- Member and active participant in Blacks in Government
- Established the Multicultural Enrichment Council
- Participates in the National Hispanic Scholarship Program
- Participates in the National Achievement Scholarship program and has purchased their mailing list for solicitation
- Conducts regularly scheduled Multicultural Open Houses
- Of eight full-time faculty appointments to the division, four are female, one is Hispanic, and one is African-American.

Retention data are presented on the tables below. The first table lists overall retention rates for the Division of Graduate Counseling, 2005-2010. The second table presents retention data for ethnic/racial minority students in the division. With the exception of 2010, the retention rate of ethnic/racial minority students exceeds the overall divisional retention rates.

While we do well in our retention efforts, greater efforts in marketing and recruiting are recommended in order for the division to realize the goal of establishing a more diverse and inclusive academic community. We continue to encourage AES to develop a systematic marketing plan for our division that includes special consideration of inclusiveness and diversity.

Masters Students							
Fall Term	Count of New Students	Still Enrolled One Year Later	Retention Rate	Count Graduated	Still Enrolled	Modified Cohort	Graduation Rate
2005	56	35	62.5%	45	0	56	80%
2006	46	33	71.7%	31	0	46	67%
2007	40	32	80.0%	30	3	37	81%
2008	48	29	60.4%	34	3	45	76%
2009	44	33	75.0%	29	15	29	100%
2010	54	37	68.5%				
Total	288	199	69.1%	169	21	213	79%

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
2005	4	3	75.0%	3	0	4	75%
2006	6	5	83.3%	5	0	6	83%
2007	0	0	#DIV/0!	0	0	0	#DIV/0!
2008	1	1	100.0%	1	0	1	100%

2009	10	9	90.0%	5	5	5	100%
2010	5	1	20.0%				
Total	26	19	73.1%	14	5	16	88%

K. Admission decision recommendations are made by the academic unit’s selection committee and include consideration of the following:

In the Fall 2011 semester, the Division adopted an all-electronic admissions and file process. All admission-related documents are stored and transferred electronically using Webnow. The workflow involved in our admissions process is visually presented in a flowchart found in [Appendix A.16](#).

All admission decisions are committee-based. The composition of the committee includes the Divisional Chair, Specialization Coordinator, faculty member, and Administrative Assistant. In addition, a sub-committee of two students in the program interviews applications.

The general process, for the admission process begins in the Office of Adult Enrollment Services. All inquiries from prospective students go to our designated Admissions Specialist, Rick Zwirn. 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 a Webnow format. All required admission application documents are placed in a Webnow queue, which contains each applicant e-file.

Once all application documents have been submitted, the electronic applicant files are transferred to the Marion Divisional Administrative Assistant. The Administrative Assistant conducts an initial audit and evaluation of the applicant file, reviews all written documents for writing style, and completes the Candidate Evaluation Form ([Appendix A.17](#)). The applicant file and accompanying Candidate Evaluation form is placed in the *Application Evaluation* Webnow queue and sent to the Divisional Chair.

Upon review of these materials, an initial decision is made on whether to deny admission at this point or invite the applicant for an interview. Admission committees are formed and interviews scheduled. These typically occur on specified interview days. The interviewee is scheduled to meet with the admissions committee for approximately one-half hour. The interviews tend to be low-key and cover the following areas:

- Clarity of goals
- Commitment to specialization
- Commitment to IWU mission
- Developmental perspective
- Communication skills

The admission committee interview is followed by an interview facilitated by two students currently in the program. The primary goal is to gain a qualitative measure on the manner in which the prospective student interacts with potential co-learners.

Independent ratings by each faculty committee member are documented on the *Criteria and Questions for Applicant Interviews* form ([Appendix A.18](#)). The input of the student committee is taken into consideration in making admission decisions ([Appendix A.19](#)). These forms are sent to the Division Chair for review. Discussion occurs within the admission committees if concerns or questions are raised. Decisions are made by committee consensus. All admission committee members sign off on the Decision Form and the outcome is communicated via p. 5 of the Applicant Rating and Decision Form ([Appendix 20](#)). Page five of this form also communicates the admission status, specialization, and conditions of admission (if any). A copy of this completed form is filed, with copies are sent to the College of Arts and Sciences Records Office and the admitted student. The applicant file is, then, considered the student's Academic file.

1. Each applicant's potential success in forming effective and culturally relevant interpersonal relationships in individual and small-group contexts.

Evidence regarding the applicant's potential success in forming effective and culturally relevant interpersonal relationships is found in the Letters of Recommendation submitted and, more importantly, as demonstrated in the context of separate interviews with faculty and students. Each applicant is rated on communication skills by both students and faculty members of the admissions committee. This evidence is, then, considered as part of the overall admission decision-making process.

2. Each applicant's aptitude for graduate-level study.

Each of the programs being considered for the renewal of accreditation requires GRE scores. A minimum score on the Verbal of 400 (old version) (with due consideration of the standard error of measurement) is considered as a cut-off. Applicants scoring below this score and who present no evidence for special consideration (e.g., documented reading or mathematics learning disability, strong contradicting evidence), and are denied admission and, typically, are not invited for an interview.

3. Each applicant's career goals and their relevance to the program.

Admission decisions are also guided by the extent to which the applicants have career goals that align with the programs offered. This information is gathered in the written documents submitted as part of the application process. In addition, applicants are asked to discuss their professional goals and how they see these as relating specifically to the specialization into which they seek admission.

L. Before or at the beginning of the first term of enrollment in the academic unit, the following should occur for all new students:

1. A new student orientation is conducted.

New Student Orientation meetings is offered either immediately prior to or soon after the beginning of the student's initial semester. Copies of the recent Orientation Agendas and accompanying lists of attendees are found below. AS can be noted, the New Student Orientation provides us with the opportunity to accomplish several objectives:

- Introduce new students to faculty and peers
- Ask questions and demonstrate understanding of the Division of Graduate Counseling Student Handbook
- Remind them of the demands of graduate study and the related clinical experiences
- Review APA style
- Learn about research tools available through Off-Campus Library Services
- Learn about divisional activities (e.g., Chi Sigma Iota) and research opportunities
- Complete pre-tests related to Divisional Program Evaluation

Although we *require* their attendance, we have been unable to enforce this policy. In response, we are presently developing a no-credit, online New Student Orientation Course. This will be set up as a series of workshops using the Blackboard platform. New students will complete specified activities related to our Orientation Learning Objectives, such as evidence of APA Style mastery, familiarity with the Blackboard learning environment, completion of Pre-matriculation Multicultural Competency Exam. This experience will supplement, and not substitute, the on-site New Student Orientation for these programs.

2. A student handbook is disseminated that includes the following:

Our Division of Graduate Counseling Student Handbook is now an e-document and may be found by clicking on the following link: <http://www.indwes.edu/Adult-Graduate/MA-Counseling/> under the Program Highlights link (left column). A copy of the 2011-2012 Student Handbook is found in [Appendix A.3](#). Students are provided links to this document and are required to sign a *Reading Verification Form*, which indicates the student's confirmation of having read the document.

a. mission statement of the academic unit and program objectives;

The Mission Statement of the Division of Graduate Counseling is found on p. 30 of the current Student Handbook. The paragraph copied below, is the specific mission statement.

The Division of Graduate Studies in Counseling is dedicated to training high quality professionals who are competent to work with diverse populations within their area of specialization. The faculty is dedicated to the training and mentoring of students within an integrated understanding of Christian faith with emphasis on student academic, professional, and cultural competence.

b. information about appropriate professional organizations, opportunities for professional involvement, and activities potentially appropriate for students;

All students are strongly encouraged to become members of appropriate professional organization early in their graduate program. Information about

appropriate professional organizations and related activities is contained in the Student Handbook and found on p. 51-54 ([Appendix A.3](#)).

c. written endorsement of policy explaining the procedures for recommending students for credentialing and employment.

A copy of our Endorsement Policy is found on p. 49 of the 2011-2012 Student Handbook. A copy of this section is found below:

Endorsement Policy

Department faculty members are pleased to assist trained and qualified students in obtaining employment in the field of human services. This assistance typically occurs through writing reference letters and providing recommendations. Students are encouraged to solicit the support of appropriate faculty. However, departmental faculty reserves the right to decline the request. In addition, a recommendation may be withheld if it is determined that the specific student is not qualified or adequately prepared for the position being sought.

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

Divisional policies regarding retention, remediation, and dismissal from the program is described in the Divisional Progression Policy. This policy statement is found on p. 46-47 of the 2011-2012 Student Handbook. Below is the Progression Policy as stated in those pages:

Progression Policy

Students are evaluated by faculty upon completion of their initial twelve hours of graduate study. This evaluation includes: current GPA, 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 at the mid-term 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.

To remain in good standing within the program, students are expected to maintain specific academic and professional standards. 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.

In order to remain in good academic standing within the program, students must maintain a cumulative GPA of at least 3.0. 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 G.P. A. is not 3.0 or above upon completion of the following semester.

Coursework, practica, and internships provide both students and faculty opportunities to determine “professional goodness-of-fit.” In addition to assessing academic performance, faculty utilizes 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, a remediative plan of correction. Such plan might include referrals for individual counseling to address specific identified issues. In cases where the plan for remediation is 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.

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

- Behavior that is prohibited under the ethical standards and practices of the American Counseling Association (ACA), American Mental Health Counselors Association (AMHCA), American School Counselors Association (ASCA), NAADAC, American Association of Marriage and Family Therapy (AAMFT), and/or the Counselor Licensure laws in the State of Indiana.
- 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.
- Use of deceit or fraud, academic or otherwise, to gain admission to or in any activity within the program.
- Conviction of a felony or of an offense involving possession, sale, or consumption of a controlled substance.
- Conviction for a misdemeanor offense committed during or related to the practice of any counseling procedure or activity.
- Conviction of an offense involving sexual transgression.
- Behavior that violates one of the lifestyle expectations of the university.

e. **academic appeal policy.**

The Divisional Policy regarding academic appeals is conveyed in the University *Student Grievance Policies* and is found on pages 21-24 of the Student Handbook ([Appendix A.3](#)).

M. **For any calendar year, the number of credit hours delivered by noncore faculty must not exceed the number of credit hours delivered by core faculty.**

The data found in the table was provided by The Office of Institutional Effectiveness. The results demonstrate that the majority of credit hours sold are provided by full-time appointments to the division.

Summary of Grad Counseling Credit Hours Sold

Academic Year 2010-2011

	# Courses	Credit Hours	Sold Faculty Type	% Cr Hrs
Indy West	58	1011	All	
	20	579	FT Faculty	57%
	36	363	Adjunct	36%
	2	69	Other	7%
Marion	73	1082	All	
	53	853	FT Faculty	79%
	14	87	Adjunct	8%
	6	142	Other	13%
Total	131	2093	All	
	73	1432	FT Faculty	68%
	50	450	Adjunct	22%
	8	211	Other	10%

N. **Institutional data reflect that the ratio of full-time equivalent (FTE) students to FTE faculty should not exceed 10:1.**

The student and faculty counts take place in early September of each academic year. The data below reflects that which has been reported to CACREP in the Vital Statistics Reports.

2008-2009 FTE Enrolled Students: 91.2
FTE Faculty Teaching in Unit: 10

2009-2010 FTE Enrolled Students: 88
FTE Faculty Teaching in Unit: 10

2010-2011 FTE Enrolled Students: 63
FTE Faculty Teaching in Unit: 10

2011-2012 FTE Enrolled Students: 88
FTE Faculty Teaching in Unit: 9.5

- O. Students have an assigned faculty advisor at all times during enrollment in the program. Students, with their faculty advisor, develop a planned program of study within the first 12 months of graduate study.**

Each student is assigned a faculty supervisor upon admission into the Division of Graduate Counseling. Previously, this assignment was communicated to students at the New Student Orientation. In the past year, we have chosen to communicate this information in the Admission Letter. Copies of these letters can be found in the Academic files of recently admitted students. The Fall 2011 Advisee List is found in [Appendix A.21](#). A Program of Study is developed no later than the end of the student's first semester, copies of which are found in each student's academic file.

- P. The program faculty conducts a systematic developmental assessment of each student's progress throughout the program, including consideration of the student's academic performance, professional development, and personal development. Consistent with established institutional due process policy and the American Counseling Association's (ACA) code of ethics and other relevant codes of ethics and standards of practice, if evaluations indicate that a student is not appropriate for the program, faculty members help facilitate the student's transition out of the program and, if possible, into a more appropriate area of study.**

The Division has developed a process by which it conducts a systematic developmental assessment of students throughout their academic experience in the program. This process was implemented in the 2010-2011 academic year and we continue to move toward consistent compliance. Below is a copy of the Student Progression Evaluation Form. This form should be found in each student's academic file and provides a visual summary of that student's progression status. A copy of this form is found in [Appendix A.22](#) and is also embedded within the divisional/program evaluation plans.

As can be noted, critical times of evaluation take place at the completion of nine semester hours, one-year (end of semester immediately prior to beginning of practicum), and final semester of the student's program of study. Formal assessment of each student's academic, professional and personal development is formally assessed at these times. In addition, the operation of the Student Progression Policy is ongoing. Thus, divisional action occurs at any point the student receives a course grade of C or below, a cumulative GPA dips below 3.0, or behaves in an unprofessional or unethical behavior as defined by the policy.

The Divisional Progression Policy is communicated to students in the Student Handbook [[Appendix A.3](#), p. 46] and in the University catalogue. The following excerpt from this policy provides guidance for students who are determined to not be a good fit for the counseling profession:

Coursework, practica, and internships provide both students and faculty opportunities to determine “professional goodness-of-fit.” In addition to assessing academic performance, faculty utilizes 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, a remediative plan of correction. Such plan might include referrals for individual counseling to address specific identified issues. In cases where the plan for remediation is 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 (pp. 46-47).

- Q. The practicum and internship experiences are tutorial forms of instruction; therefore, when individual and/or triadic supervision is provided by program faculty, the ratio of six students to one faculty member is considered equivalent to the teaching of one 3-semester-hour course. Such a ratio is considered maximum per course.**

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.

The division attempts to maintain enrollment for group supervision at around six students. The faculty instructor is encouraged to open a separate section when enrollment for a practicum or internship exceeds seven.

- R. Group supervision for practicum and internship should not exceed 12 students.**

We try to assign no more than six students to any group supervision in CNS 550 Practicum or CNS 551-554 Internship courses. Enrollment for group supervision for any practicum or internship has never been equal to or greater than twelve.

- S. Programs provide evidence that students are covered by professional liability insurance while enrolled or participating in practicum, internship, or other field experiences.**

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.

The Division records student compliance with this policy on an Excel spread sheet, which is updated at the beginning of each semester. Copies of the Spring 2012 Excel spreadsheets for Indy-West and Marion Professional Practice Students are found in appendices [A.23a](#) and

[A.23b](#), respectively. Copies of liability insurance verification may be found in each student's Professional Practice file.

T. Opportunities for graduate assistantships for program students are commensurate with graduate assistantship opportunities in other clinical training programs in the institution.

The Division of Graduate Counseling offers four graduate assistantships. One *clinic* and one *research assistantship* are offered at both the Marion and Indy-West sites. In addition, several other graduate assistantships are available to our students. These are made available by other departments in the university, such as Center for Student Success (i.e., the university counseling center), Center for Life Calling and Leadership, and Student Development. Typically, these opportunities are made available during the fall recruitment/admission cycle to both incoming and continuing students.

Faculty and Staff

U. The academic unit has made systematic efforts to recruit, employ, and retain a diverse faculty.

Indiana Wesleyan University is an equal employment opportunity workplace. The Division of Graduate Counseling has sought to recruit, employ, and retain a diverse faculty. We believe the current roster of its eight full-time faculty reflect the fruits of these efforts:

Gender:	4 females; 4 males
Race/Ethnicity:	6 Caucasian; 1 African-American; 1 Hispanic

V. The teaching loads of program faculty members are consistent with those of the institution's other graduate level units that require intensive supervision as an integral part of professional preparation, and incorporate time for supervision student research using formulae consistent with institutional policies and practices.

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. Faculty load for 2009-2010 and 2010-2011 academic years is reported in [Appendix A.24](#). 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.

As can be seen from the data provided in [Appendix A.24](#), faculty load is unevenly distributed. We are making efforts to find a better balance through limiting course assignments to the 21 credit hour standard. This will necessitate the reassignment of courses to those with less teaching load and/or an increased use of adjunct faculty.

Faculty load 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.

W. The academic unit has faculty resources of appropriate quality and sufficiency to achieve its mission and objectives. The academic unit has an identifiable core faculty who meet the following requirements:

- 1. Number at least three persons whose full-time academic appointments are in counselor education.**

The Division of Graduate Counseling has eight full-time faculty whose full-time assignment is in counselor education: [Budd Teare](#); [Barbara Riggs](#); [Delila Owens](#); [Donald Osborn](#); [Judith Justice](#); [Mark Gerig](#); [Nenetzin Reyes](#); and [Rob Thompson](#). Current vita for these faculty persons are found in Appendix B and can be accessed through the links above. The vitae of each faculty member listed in the tables below may be accessed is accessed by clicking on their name.

- 2. Have earned doctoral degrees in counselor education and supervision, preferably from a CACREP-accredited program, or 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.**

The following table summarizes the earned doctorates and employment history in the IWU Division of Graduate Counseling as determined at the end of the 2011-2012 academic year:

Faculty Name	CACREP-approved Ph.D.	Years Teaching in IWU Division of Graduate Counseling
Barbara Riggs	Ph.D., Child and Family Studies, Purdue University - no	10
Budd Teare	Ph.D., Psychology, Capella University - no	4
Delila Owens	Ph.D., Counselor Education, Michigan State University - yes	1
Donald Osborn	Counselor Education, Indiana State University* - no	5
Judith Justice	Ed.D., Youth and Family Studies, Nova Southeastern University - no	7
Mark Gerig	Ph.D. Counselor Education, University of Toledo - yes	5
Nenetzin Reyes	Ph.D., Marriage and Family Therapy, Texas Tech University - no	5
Rob Thompson	Ph.D., Educational Leadership, Indiana State University - no	3

* Ph.D. Candidate, Indiana State University, Counselor Education and Supervision.

3. Have relevant preparation and experience in the assigned program area.

Each of the full-time faculty in the Division of Counseling has excellent academic preparation and professional experience for their assigned areas. More detailed presentation of evidence demonstrating the academic preparation and professional experience of divisional faculty are found in their vitae. These may be found in Appendix B.

Faculty Name	Academic Preparation	Professional Experience
Barbara Riggs	Ph.D., Child and Family Studies, Purdue University	24 yrs. Private practice; 17 yrs. Teaching; 10 yrs. Leadership in IAMFT & AAMFT
Budd Teare	Ph.D., Psychology, Capella University	25 years professional counseling; 13 years counseling supervisor; 10 yrs. Clinical coordinator of university counseling centers; 15 yrs. teaching in graduate counseling program (FT & PT);
Delila Owens	Ph.D., Counselor Education, Michigan State University; MA, Counseling, Central Michigan University	10 years Professor; 3 years as Clinician; President of North-Central ACES; Sits on ACA Public Advocacy 2007-200910; ACA Social Justice Board member (ex-officio)
Donald Osborn	Ph.D., Candidate, Counselor Education; Indiana State University; M.S., Counseling Psychology, Indiana State University	30 yrs. as Clinician; 20 yrs. Professor (FT & PT); Current President of NAADAC
Judith Justice	Ed.D., Youth and Family Studies, Nova Southeastern University; MA, Counseling, IPFW	19 yrs. practicing school counselor;
Mark Gerig	Ph.D., Counselor Education, University of Toledo (1991); M.A., Counseling Psychology, Trinity Evangelical Divinity School (1983); B.A., Psychological Sciences, Purdue University, 1980	13 years teaching graduate counseling; 12 years professional counseling; 11 years leadership - ICA and IMHCA
Nenetzin Reyes	Ph.D., Marriage and Family Therapy, Texas Tech University; MS, Marriage and Family Therapy, Texas Tech University	5 years teaching graduate counseling; 2 years teaching undergraduates as graduate TA
Rob Thompson	Ph.D., Educational	3 yrs. Teaching in Division of

	Leadership, Indiana State University; MS, College Student Personnel Administration, University of Tennessee, Knoxville	Graduate Counseling; 10 yrs. FTE undergraduate teaching; 25 yrs. Administration in Student Affairs
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4. Identify with the counseling profession through memberships in professional organizations (i.e., ACA and/or its divisions), as well as appropriate certifications and/or licenses pertinent to the profession.

Divisional faculty clearly identify with the counseling profession and credentials held. The table below summarizes the professional affiliations and credentials of full-time faculty member.

It should be noted that counselor licensure in the state of Indiana is built around the 2001 CACREP standards for the Mental Health Counseling specialization. These standards do not permit LMHCs to represent themselves as practitioners of marriage and family counseling/therapy. Thus, for our faculty whose primary teaching assignments are in that area, the LMFT is the required credential.

Faculty Name	Professional Affiliation	Credentials
Barbara Riggs	American Counseling Association; American Association of Marriage and Family Therapy; Indiana Association of Marriage and Family Therapy; Christian Association for Psychological Studies	LMHC (IN) - #39000937; LMFT (IN) - #35001258; LCSW (IN) - #34002469 RN (IN) - #28964495; RN (MA) - #119412 Cert. - EDMR
Budd Teare	American Counseling Association; International Association of Marriage & Family Counselors; Psi Chi;	IN – LMFT - #35001150 Cert. CISD - #9508105010211
Delila Owens	American Counseling Association; Association of Counselor Education and Supervision; North Central ACES; American School Counselor Association; Indiana Counselor Association; Indiana Mental Health Counselor Association	LPC (MI) - #6401007816; NCE - #235239
Donald Osborn	American Association of Marriage and Family Therapy; Indiana Association for Addiction Professionals	LMHC (IN) - #3900034; LMFT (IN) - #3500055A; LCSW (IN) - #340002402A; LCAC (IN) - #87000686A; NCC - #10215; MAC - #10215
Judith Justice	American Counseling Association; American School Counselors Association; American Counselor Educators and Supervisors; Indiana Counseling Association; Indiana School Counselors Association; Christian Association for Psychological Studies;	Licensed School Counselor (IN); LMHC (IN) - #39001422A
Mark Gerig	American Counseling Association; American Mental Health Counselors Association; Association for Counselor	Licensed Mental Health Counselor (IN) - #39000983A; Licensed Psychologist (MI) -

	Education and Supervision; Indiana Counseling Association; Indiana Mental Health Counselors Association; American Psychological Association; Christian Association for Psychological Studies	#6301008383
Nenetzin Reyes	American Counseling Association; Association for Counselor Education and Supervision; American Association of Marriage and Family Therapy; Indiana Association of Marriage and Family Therapy; National Council on Family Relations; Christian Association for Psychological Studies	Licensed Marriage and Family Therapist (IN) - #35001762A
Rob Thompson	American Counseling Association; Association for the Study of Higher Education; National Association for Student Personnel Association; American College Personnel Association; Association for Christians in Student Development	--

5. Engage in activities of professional organizations, including all of the following:

- a. development/renewal (e.g., appropriate professional meetings, conventions, workshops, seminars);**

Faculty members of the Division of Graduate Counseling actively participate in professional development and renewal activities. These events often overlap with those in which the faculty member presents a paper or workshop and are reports in detail in their respective vitae (click on faculty names to access information from vitae). Thus, certain activities are counted as both professional activities (5.a.) and research/scholarly activities (5.b.).

Historically, divisional faculty have been quite specialization focused. This, we believe, is in part due the nature of licensure in Indiana, which licenses specializations (e.g., MHCs, MFTs, ACs. SCs). Divisional leadership is encouraging increased participation in ACA-related professional activities.

Faculty Name	Professional Activity: Development/Renewal
Barbara Riggs	Attends numerous counseling-related regional, state, and national conferences
Budd Teare	Attends numerous counseling-related regional, state, and national conferences
Delila Owens	Attends numerous counseling-related regional, state, and national conferences
Donald Osborn	Attends numerous addiction counseling-related conferences
Judith Justice	Attends numerous state and national counseling-related conferences
Mark Gerig	Attends numerous counseling-related regional, state, and

	national conferences
Nenetzin Reyes	Attends numerous counseling-related regional, state, and national conferences
Rob Thompson	Attends numerous state and national professional student development conferences

b. research and scholarly activity; and

Faculty members of the division engage in research and scholarly activity as summarized in the table below. These activities and the divisional standards for their quality, quantity, and frequency fall within the category of *Scholarship* in the IWU Graduate School Rank Promotion Rubric ([Appendix A.7](#)).

Faculty Name	Research/Scholarly Activity
Barbara Riggs	Scholarly books, articles, and presentations at state and national counseling-related conferences
Budd Teare	--
Delila Owens	Scholarly chapters, articles, and presentations at counseling-related state and national conferences
Donald Osborn	Articles in <i>The Addiction Professional</i> ; presentations at addiction counselor-related state and national conferences
Judith Justice	Numerous presentations at state and national counseling-related conferences
Mark Gerig	Book, articles, and scholarly presentations at state and national counseling-related conferences
Nenetzin Reyes	Scholarly chapters, articles, and presentations at counseling-related state and national conferences
Rob Thompson	Numerous presentations at regional and national professional student development conferences

c. service and advocacy (e.g., program presentations, workshops, consultations, speeches, direct service).

Faculty members of the division are active service providers and advocates. These activities and divisional standards for their quantity, quality, and frequency fall within the category of *Community and Professional Service* in the IWU Graduate School Rank Promotion Rubric ([Appendix A.7](#)). The table below summarizes the service and advocacy activities of the divisional faculty.

Faculty Name	Service and Advocacy Activities
Barbara Riggs	Service for IWU, professional organizations, and community, including President of IAMFT; site visitor for COAMFTE; numerous volunteer service activities
Budd Teare	Numerous in-service training presentations
Delila Owens	Service for IWU, professional organizations, and community (see vitae)
Donald Osborn	Service and professional advocacy for professional

	organizations (e.g., NAADAC and IAAP)
Judith Justice	Service for IWU, professional organizations, and community, including local disaster response team member, professional advocacy, volunteer coordinator for CAPS Conference, conference planning committee member
Mark Gerig	Service for IWU, professional organizations, and community, including President of IMHCA; Chair of IMHCA Professional Development Committee; workshops at regional conferences (e.g., Day of Healing); proposal reviewer for national conferences (CAPS & AMHCA);
Nenetzin Reyes	Pro bono counseling to low-income Hispanic families
RobThompson	Service at IWU, professional organizations, and community including consultation, reviewer, in-service training presenter

6. Have the authority to determine program curricula within the structure of the institution’s policies and to establish the operational policies and procedures of 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 ([Appendix A.25](#)). Program faculty together have authority for determining program content within the division. Coordinators 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 of the division’s authority to determine program curricula is found in the minutes of divisional meetings. Examples are found in selected minutes of 2009-2010, 2010-2011, and 2011-2012 divisional faculty meetings and are found in Appendices [A.25a](#), [A.25b](#), and [A.25c](#), respectively. 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 Flow Chart is found in [Appendix A.26](#).

Additional evidence of program’s authority to establish policies and procedures is found in the recent effort to revise the Policy and Procedures Manual of the College of Arts and Sciences. The Division of Graduate Counseling became a part of the College of Arts and Sciences (CAS) in 2009 as part of the restructuring of the university’s academic structure. The result was that the Graduate Division of Counseling became the first graduate school division housed within CAS. Numerous existing policies and procedures of CAS did not fit the operations of graduate programs. In Fall 2011, an ad hoc committee, consisting of the Chair of the Division of Graduate Counseling, the Graduate School Dean, Associate Dean for the School of

Business and Social Science and Business, and the Director of Records, was formed to revise such policies and procedures to accommodate graduate programs. Thus, the division had an enormous influence in the shape of the revised manual.

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

1. 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);

[Mark Gerig](#) serves as the Chair of the Division of Graduate Counseling. He oversees the operations of the divisions and its programs. Program Coordinators are assigned to oversee and serve as liaisons for each specialization. The program coordinator assignments are as follows:

Faculty Member	Program
Delila Owens	Clinical Mental Health Counseling
Barbara Riggs	Marriage and Family Counseling/Therapy
Judith Justice	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 coordinator 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 Dean of the School of Behavioral

and Social Sciences and Business. Upon her review and approval, the divisional budget recommendations are forwarded to the Vice President and Dean of the College of Arts and Sciences, and Office of Business Affairs. Upon their review and approval, the budget goes to the University Board of Directors for final approval.

A copy of a recent 2011-2012 Divisional Budget Summary is found in [Appendix A.5](#).

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 an 11-month contract. The past year, divisional chair responsibilities were shared the senior member of the division (Dr. Riggs) during the 2012 Spring Semester as the Chair was given release time to write this self-study.

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

The Divisional Chair receives 50% release time to administer the academic unit. The employee contract of the Divisional Chair may be viewed by site visitors upon request.

2. A faculty member or administrator is identified as the practicum and internship coordinator for the academic unit and/or program who

a. is responsible for the coordination of all practicum and internship experiences in each counselor education program for which accreditation is sought;

Budd Teare serves as the Clinical Coordinator. 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 Coordinator job summary, as worded on the Clinic Coordinator Job Description, is found below:

**GRADUATE COUNSELING CLINIC
CLINIC COORDINATOR**

JOB DESCRIPTION

Contract/Rank:

Full-time, ten month contract; 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

b. is the person to whom inquiries regarding practicum and internship experiences are referred; and

While students direct initial inquiries to their respective Program Coordinators, the Clinical Coordinator is the key contact person for any information related to the clinical components of the program, including policies and procedures related to practicum and internships. Specific policies and procedures, and forms related to practicum, internships, and the clinics are found in the Clinic Intern and Practicum Procedure Site (CIPPS) Manual, which is posted on Blackboard. A copy of the CIPPS manual is found in [Appendix D.1](#).

c. has clearly defined responsibilities.

Below is a description of the Essential Responsibilities of the Clinical Coordinator as found on the Clinical Coordinator Job Description:

Essential Responsibilities Include:

- Oversees the general operation of the Graduate Studies in Counseling Clinics (Marion and Indianapolis sites)
- Serves as site supervisor for internship students seeing clients at university clinics

- Conducts weekly supervision and consultation as needed to practicum students and interns in accordance with CACREP standards
- Conducts orientation to the Center for all incoming students (incl. use of clinic technology) and provides tours for prospective students as needed
- Provides administrative supervision to students on regularly scheduled review of clinical records, including the maintenance and storage of the physical files
- Teaches minimum of four Practicum courses per year
- Provides feedback on professional development of students to specialization coordinators and program chair
- Participates in Departmental and institutional committees as assigned
- Serves as Liaison between Graduate Studies Clinic, client, university, and community
- Establishes and maintains resource and referral network with regional practitioners, agencies, church, and para-church organizations
- Conducts program evaluation for quality assurance and to insure fulfillment of departmental objectives
- Revises clinical forms and Clinical Experience Manual as needed
- Monitors functioning of clinic technology
- Conducts and assists faculty in clinically-based research
- Models excellence and interacts with staff, students, clients, and faculty in a professional and ethical manner
- Demonstrates skill in the integration of theology and counseling theory in the conceptualization and treatment of clients

Y. The academic unit may employ noncore faculty (e.g., adjunct, affiliate, clinical) who support the mission, goals, and curriculum of the program and meet the following requirements:

The Division of Graduate Counseling employs noncore faculty who serve as adjunct faculty. The following persons served as adjunct faculty for the 2011-2012 academic year: Lois Bushong, Carla Gaff-Clark, Mark Dobbs; Doug Daugherty; James Fuller; Kay Keller; Angela Kent; Laura Kirchhofer; Dan Poff; Keith Puffer; James Rosenberger; and William Steele. All candidates for adjunct faculty are interviewed by the Divisional Chair and Assistant Dean of SSBSB to insure mission fit and support of divisional goals and curriculum. These persons are assigned teaching roles, based on divisional needs and the demonstrated expertise in the particular area of study.

The tables that follow list the adjunct faculty members currently serving the Division, their graduate training, preparation and experience in assigned areas, credentials and memberships. Vitae for adjunct faculty members are found Appendix B and may be accessed through the links in following tables.

1. Hold graduate degrees, preferably in counselor education from a CACREP-accredited program.

All persons serving as adjunct faculty possess graduate degrees. While preference is given to those applicants who have earned degrees from CACREP-approved programs, we have employed persons who have degrees in related disciplines and demonstrated knowledge and skills in the assigned areas. The table below summarizes the graduate degrees held by divisional adjunct faculty members serving in the CACREP-approved programs.

Faculty Name	Degree; Year	Major Area
Bushong, Lois	M.S., 1990; Graduate Diploma 1990	Counselor Education; Georgia State University Psychological Studies Institute
Daugherty, Douglas	PsyD, 1996	Clinical Psychology; Indiana State University
Dobbs, James Mark	Ph.D., 1988	Psychology; Rosemead School of Psychology, Biola University
Fuller, James	Ph.D., 1994	Counseling and Counselor Education; University of North Carolina
Gaff-Clark, Carla	Ed.D., 2001	Counseling; Ball State University
Keller, Kay	M.A., 1985	Counseling Psychology, Wheaton Graduate School
Kent, Angela	Ph.D., 2011 M.A.	Counselor Education & Supervision; Western Michigan University; Marriage & Family Counseling, Indiana Wesleyan University
Kirchhofer, Laura	M.A.	Community Counseling; Marriage and Family Counseling/Therapy; Indiana Wesleyan University
Poff, Daniel	Ph.D., 1999	Family Studies, Purdue University
Price, Kasey	Ed.D. 2010	Educational Leadership & Policy Studies – Higher Education, Florida State University
Puffer, Keith	Ph.D., 1998 M.A.	Counseling, Purdue University Counseling Psychology, Trinity International University
Rosenberger, James	Ed.D, 1987 Post Doctoral, 1994	Ball State University Indiana University
Steele, William	Ph.D., 1989 M.S., 1982	Marriage & Family Therapy, Brigham Young University

2. Have relevant preparation and experience in the assigned area of teaching.

All persons serving as adjunct faculty have appropriate academic preparation and professional experiences related to their assigned areas. The table below summarizes the academic preparation and professional experiences for each adjunct faculty member.

Faculty Name	Academic Preparation	Relevant Experience
Bushong, Lois	Master of Science in	Quiet Streams Counseling, 2007 – present,

	<p>Community Counseling, 1990 (GA State Univ.) Graduate Diploma in Christian Counseling, 1990 (Psychological Studies Institute) Masters of Arts in Religion, 1975 (Anderson School of Theology)</p>	<p>Individual Marriage & Family Therapist, Owner, & President. Eagle Creek Counseling Service, 2001-07 Individual Marriage & Family Therapy. Greenwood Counseling Associates, Inc. 1993-2001, Individual Marriage & Family Therapy. Counseling Center at the Crossing, 1990-92, Individual Marriage & Family Therapy.</p>
Daugherty, Douglas	<p>IWU Professor of Psychology and Addictions Counseling; Coordinator of Undergraduate Addictions Counseling Program, IWU 1997-present. Lecturer in Psychology, Marian College, Indianapolis, IN 1988-95</p>	<p>Consultation and pre-employment psychological assessment services provided to Leadership Development International, 2007-present. Consulting Psychologist/Evaluator Grant County Community Corrections, 2004-present. Supervising Psychologist, Life Center Counseling, 2007-present. Supervising Psychologist, Grant Blackford Mental Health Center, 2007-09. Clinical Psychologist, Family Care Center, Fort Wayne-Marion, 1996-2007. Consulting Psychologist, Oak Hill School Corporation. 2003-2006.</p>
Dobbs, James Mark	<p>Graduate and Undergraduate adjunct professor at University of Indianapolis, 2004-present, Graduate adjunct professor at TCM International, 1997-2008. Minister of Counseling, Grace Christian Fellowship, 1989-90.</p>	<p>Psychologist-Owner, Indianapolis Christian Psychological Services 1995 – present; Individual and Group therapy at Indiana Soldiers and Sailors Children’s Home, 1999-2009; Clinical psychology consultant to Indiana Women’s Work Release program, 1996-97. Psychologist, Santa Barbara County Mental Health, 1992-95. Senior Psychologist, Ventura County Mental Health, 1990-92.</p>
Fuller, James	<p>Ph.D., Counseling and Counselor Education, University of North Carolina – Greensboro, 1994</p>	<p>IWU Dean of Graduate School, 2001-present; IWU Professor of Graduate Counseling, 1996-present; Visiting Assistant Professor, U. of NC-Greensboro, 1993-1996; private practice, 1996-present;</p>
Gaff-Clark, Carla	<p>MS/MFT, Butler University major emphasis on Marital and Family Therapy, 1996. Double Cognate Adult and Community Education/Counseling, Ball State University, 2001.</p>	<p>Butler University, Graduate school of Education and Undergraduate, adjunct faculty, 1999-present. Educational Trainer, Indiana Coalition Against Domestic Violence, 1997-present.</p>
Keller, Kay	<p>Adjunct Professor, Taylor University, 01-present.</p>	<p>Sexual Abuse Therapist, DuPage County Mental health, 1986. Instructor, Scottsdale Community College, 1987-89. Curriculum Analyst, Intertribal Council, 1989. Family Therapist, LACE Counseling, 1989-90. Staff Therapist, Professional Counseling, 1990-94. Program Specialist/Counselor, NEMO Caring Communities, 1994-95. Contracted Counselor,</p>

		Mark Twain Area Counseling, 1996-99. Summer Program Counselor, NEMO Upward Bound, 2000, 1996-97; Adjunct Professor, Taylor University, 2001-current. Staff Counselor, 2000 – current, Taylor University.
Kent, Angela	Doctoral Assistantship, teaching graduate level courses, 2008-11; Lecturer, IPFW, Fort Wayne 2008.	Co-facilitator for Sex Offenders group 2010-11. Clinical Supervisor (2007-08) and Home Based Counselor (2002-08), White’s Residential and Family Services.
Kirchhofer, Laura	Association for Play Therapy Leadership Academy, 2005. Suicide Prevention, Intervention & Postvention training 2004. Advanced CISM training 2004. Families and CISM: Developing a Comprehensive Program 2003. CISM Individual Crisis Intervention and Peer Support, 2003. Critical Incident Stress Management Basic and Advanced Training, 2001.	Child & Adolescent Therapist, Community & Family Resource Center, 2006-09. Field Placement Supervisor, On-Call Crisis Therapist, Howard Regional Health Systems 2004-06. Inpatient Therapist, Howard Regional Health System, 2003-04. Field Placement Supervisor, Wabash Friends Counseling Center, 2003-04.
Poff, Daniel	Associate Professor of Leadership Studies, Life Coach, IWU, 2007 – present. Administrative Faculty, Coordinator Life Calling Programs, IWU, 2006-07. Administrative Faculty, Life Coach, IWU, 2003-06.	Part-time occupational therapist at Nova Care, 1997-98. Director, Adjunctive Therapy, CPC Valle Vista Hospital, 1988-91. Supervisor, Occupational Therapy, Rehabworks, 1988. Staff Occupational Therapist, 1984-87. Manager, Occupational Therapy, Lancaster-Fairfield Community Hospital, 1981-84.
Puffer, Keith	Professor of Psychology, IWU, 1993-present. Adjunct Instructor of Psychology 1991-93.	Part-Time Counselor, Converse Church 2007-present. Part-Time Counselor, Wabash Friends Church Counseling Center, 1995-2007. Part-Time Counselor, South Marion Friends Church, 1993-95. Part-Time Counselor, Center for Student Development, 1991-93.
Rosenberger, James	Ph.D., Ball State University, 1987; Post-doctoral work at Indiana University, 1994	Teacher and Vice Principal, St. Hilda School, 1971-73. Teacher and School Counselor, Dennis Junior High School, 1973-81. Principal, St. Mary’s School, 1982-83. Middle School Principal and High School Guidance Director, North Wayne CUSD 200, 1983-84. Athletic Director and Elementary Counselor, Hillsdale Community Schools 1984-85. Guidance Director, Marian High School, 1985-94. Guidance counselor and director, 1994-01. Guidance Director, Union County High School, 2001-06
Steele, William	Ph.D., Marriage and Family Therapy, Brigham Young University, 1988; M.S. in	Private practice, 1990 – present; Executive Director, Binford Comprehensive Behavioral Health, 2003-2005; Clinical Director,

	Marriage and Family Therapy, Brigham Young University, 1981; Internship Supervisor, Utah Graduate School of Social Work and Counseling Psychology, Brigham Young University	Department of Psychiatry and Behavioral Health, LDS Hospital, Salt Lake City, UT, 1983-1989
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3. Identify with the counseling profession through memberships in professional organizations, appropriate certifications, and/or licenses pertinent to the profession.

Faculty Name	Professional Memberships	Credentials
Bushong, Lois	ACA, AAMFT, IAMFT	LMFT, AAMFT Approved Supervisor
Daugherty, Douglas	IAAP, ICAADA, Certificate of Proficiency in the Treatment of Alcohol and Other Psychoactive Substance Use Disorders, APA	HSPP, LSP, LCSW
Dobbs, James Mark	APA	HSPP
Fuller, James	ACA, ICA, IMHCA	LMHC, NCC, NCSC
Gaff-Clark, Carla	Indiana Professional Licensing Agency (Governor Appointed Board Member), Mental Health America of Indiana (Chairman of the Board), AAMFT (clinical member), ICCADA and NADAC	LMHC and LCAC
Keller, Kay		NCC, LMHC, LPC
Kent, Angela	ACA, AAMFT, NCACES	NCC, LPC, LMHC
Kirchhofer, Laura	ACA, APT, IAMFC, ICISF. Indiana Play Therapy Assoc. Board Member, CISM, Prevent Child Abuse Community Service Committee Howard County, Tomorrow's Hope Abuse Interview Team	LMHC, LMFT, NCC, Registered Play Therapist and Registered Play Therapist Supervisor (In Process)
Poff, Daniel	NCDA, ACA, AOTA, ILA, Association for Psychological Types, American College of Sports Medicine.	CRC
Puffer, Keith	ACA, Christian Association for Psychological Studies,	LMHC, NCC, Evangelical Church Alliance, Ordained Minister
Rosenberger, James	NACAC, ASCA,	School Counseling Life License (Indiana). Teachers Life License (English-Indiana)
Steele, William	AAMFT, IAMFT, AFCC, Advisory Council, Center for Families	LMFT, LCSW, LCAC

Z. 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. Cindy Holloway serves at the Marion campus; Linda Sweany serves at the Indy-West. In addition, graduate assistants and student workers provide additional support in completion of ongoing clerical tasks.

Evaluation

AA. Program faculty members engage in continuous systematic program evaluation indicating how the mission, objectives, and student learning outcomes are measured and met.

The Division of Graduate Counseling engages in systematic and comprehensive program evaluation. The Division of Graduate Counseling Evaluation Plan is found in [Appendix C.1](#). This comprehensive plan provides a detailed description of the manner in which the division, its mission, programs, courses, and students learning outcomes are assessed. It also details how the progress of each student is monitored. Appendices [C.4a](#), [C.4b](#), and [C.4c](#), respectively, presents the results of the divisional assessment in the 2008-2009, 2009-2010, and 2010-2011 Divisional Evaluation Grid and Results.

The plan includes the following:

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

Learning outcome #8 of the divisional evaluation plan states, "Students will demonstrate proficiency in their elected area of specialization." Each specific program has developed a unique evaluation plan that evaluates the extent to which it is performing as intended and designed. Thus, the review and evaluation of programs and their respective curricular offerings is to occur annually in the context of divisional evaluation. The program evaluation plan for Clinical Mental Health Counseling is found in [Appendix C.1.a](#); the program evaluation plan for Marriage and Family Counseling/Therapy is found in [Appendix C.1.b](#); the program evaluation plan for School Counseling is found in [Appendix C.1.c](#).

The development and implementation of the program evaluation plans has been slow and inconsistent. Partial data is available and has been collected. Full implementation of these plans is to occur in the fall semester of the 2012-2013 academic year.

All faculty members are fully involved in the assessment of the program applicants' characteristics through the admission process. Evidence of faculty review of applicants' characteristics is found in the Webnow Admission Flow Chart ([Appendix A.16](#)), Criterion and Questions for Applicant Interview Forms ([Appendix A.18](#)), and the Applicant Rating and Decision Form ([Appendix A.20](#)). Each student academic file should contain these forms, filled out by members of the specific admission committee.

The processing of application materials and related faculty review of applicant characteristics occurs as follows: Applicants submit the following materials when applying

for admission to the program: the application form, undergraduate transcripts, GRE scores, written autobiography, written counseling philosophy paper, and three letters of recommendation. These materials are initially reviewed by the divisional administrative assistant and divisional chair. Applicants viewed as having potential to succeed in graduate study are invited for an interview. At this point, the application files are forwarded to divisional faculty for their review prior to conducting the interview. Typically, the coordinator of the program to which the applicant is applying and a second faculty member conduct an interview. Upon review of all documents and interview evaluation, faculty rate applicants and make recommendations regarding the admission decision. The review and processing of each applicant file, therefore, involves careful consideration of applicant characteristics by the chair, program coordinator, additional faculty member, and the administrative assistant. Evidence of faculty

2. Formal follow-up studies of program graduates to assess graduate perceptions and evaluations of major aspects of the program.

An Alumni Survey is administered via email by the Department of Institutional Effectiveness to graduates of the program. The most recent Alumni Survey was administered in 2011. The survey and results are found in [Appendix C.2](#).

3. Formal studies of site supervisors and program graduate employers that assess their perceptions and evaluations of major aspects of the program.

An 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 2011. The survey and results are found in [Appendix C.3](#). 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 to survey methods, site supervisors are invited to share perceptions and evaluations of major aspects of the program at the semi-annual supervisor luncheons.

4. Assessment of student learning and performance on professional identity, professional practice, and program area standards.

Student learning and performance on professional identity, professional practice, and program area standards are assessed as part of the Comprehensive Divisional Evaluation Plan and related Program Evaluation Plans. Evaluation of student learning and performance on professional identity is measured in several ways: (1) student learning outcome #1 of the Program Evaluation Grid – assessment of the professional foundations/philosophy paper; (2) Divisional Learning Outcome #1 - performance on the Core Area Comprehensive Exam and performance of those who sit for the NCE; and (3) successful completion of course requirements as they relate to the eight core area (see curriculum maps in Section Two – Professional Identity).

Formal evaluation of students in the Practical Experience components of the curriculum takes place at the middle and end of CNS 550 and CNS 551-554. Site and faculty supervisors

complete standard evaluation forms. These are placed in the Clinical Experience files of each student. These results are used in our assessment of Divisional Objective #3 (i.e., Students will demonstrate clinical proficiency). Faculty supervisor evaluation of student's performance is also used to assess the quality of each student's progression through the program. In addition, evidence of students' proficiency is gathered through data obtained on the Client Consumer Surveys. A summary of 2009-2010 and 2010-2011 results of these surveys is found in [Appendix C.5](#).

5. Evidence of the use of findings to inform program modifications.

The Program Evaluation Results Grids indicate how the assessment results are used to modify divisional programs (Appendices [C.4a](#), [C.4b](#), [C.4c](#)).

6. Distribution of an official report that documents outcomes of the systematic program evaluation, with descriptions of any program modifications, to students currently in the program, program faculty, institutional administrators, personnel in cooperating agencies (e.g., employers, site supervisors), and the public.

Outcomes of divisional and program evaluation results are made available and distributed to current students, alumni, faculty, staff, university administrators, and personnel in cooperating agencies. First, the results may be found in the Divisional Program Evaluation Results Grid and Division of Graduate Counseling Annual Report. The 2010-2011 Annual Report is found in [Appendix C.6](#). These documents are posted on the divisional web page. Second, these documents are emailed directly to the constituencies. Email distribution lists for each have been constructed, are regularly updated, and used to insure that all interested parties are (1) provided with a link to the location of these documents on our divisional web page, and (2) mailed these documents as attachments. Finally, we recently began to produce hard copies of our Annual Report. These are placed strategically around campus and are available to prospective students and our constituencies.

BB. Students have regular and systematic opportunities to formally evaluate faculty who provide curricular experiences and supervisors of clinical experiences.

Students complete End of Course Surveys for each course near the end of each semester. The surveys, using the Class Climate, are distributed on Blackboard and administered by the Office of Institutional Effectiveness. A sample End of Course Survey is found in [Appendix C.7](#).

CC. Annual results of student course evaluations are provided to faculty.

Results of the EOC surveys are tabulated by the Office of Institutional Effectiveness and reported to each faculty person no later than one month following the end of the semester. Quantitative and qualitative data is reported for each course taught. The divisional chair has access to this data, which is also used for the purposes of faculty evaluation and rank promotion. A sample of an EOC Summary is found in [Appendix C.8](#).

- DD. Written faculty evaluation procedures are presented to program faculty and supervisors at the beginning of each evaluation period and whenever changes are made in the procedures.**

The written policy and procedures on Faculty Evaluation are described in the Faculty Handbook. The pertinent section containing these descriptions is found in [Appendix C.9](#). Procedural changes are communicated to Divisional Chairs at meetings of the Academic Affairs Committee of the IWU College of Arts and Sciences. Chairs are responsible for communicating procedures to their respective faculty.

SECTION II PROFESSIONAL IDENTITY

FOUNDATION

- A. A comprehensive mission statement has been developed that brings the counseling program into focus and concisely describes the program's intent and purpose. The mission statement is publicly available and systematically reviewed.**

The current comprehensive divisional mission statement is found below:

The Division of Graduate Studies is dedicated to training high quality professionals who are competent to work with diverse populations within their area of specialization. The faculty is dedicated to training and mentoring students within an integrated understanding of Christian faith and professional practice with emphasis on student academic, professional, and cultural competence.

It is available to the public and may be viewed by the public on the divisional webpage on the IWU website[<http://www.indwes.edu/Adult-Graduate/MA-Counseling/>], divisional description in the University Catalogue, and in the Student Handbook (see [Appendix A.3](#)).

The mission statement is systematically reviewed every three years. This review has occurred in the Spring and Fall of 2006, and again in 2009. Full-time divisional faculty participated in the 2006 review, whereas faculty, current students, and alumni were invited to participate in the 2009 review. It will be reviewed again in 2012.

- B. The program area objectives meet the following requirements:**

The Division of Graduate Counseling has eight objectives. These are listed below:

1. Students will demonstrate mastery of comprehensive counseling curriculum;
2. Students will demonstrate competence in reading, interpreting, evaluating and applying scholarly research;
3. Students will demonstrate clinical proficiency;
4. Students will demonstrate multicultural awareness in clinical practice;
5. Students will demonstrate professional integrity;
6. Students will demonstrate an ability to integrate faith with the counseling profession;
7. Students will demonstrate proficiency in communication skills;
8. Students will demonstrate proficiency in their selected area of specialization.

In addition, each program has identified a set of program outcomes. The objectives for Clinical Mental Health Counseling are:

1. Students will articulate a clear, accurate understanding of CMHC professional identity
2. Students will demonstrate knowledge of the fundamental domains in clinical mental health counseling (i.e., foundations; counseling prevention, and intervention, diversity & advocacy; assessment; research & evaluation; and diagnosis)
3. Students will demonstrate skills and practices of clinical mental health counseling in the delivery of mental health services (e.g., assessment, diagnosis, treatment, termination, documentation, & ethical practice)
4. Students will deliver mental health services with multicultural competence and sensitivity
5. Students will demonstrate ability to apply relevant research and evaluation models in practice of clinical mental health counseling
6. Students will demonstrate ability to integrate faith with clinical mental health counseling practice in clinically appropriate, culturally sensitive, and ethical manner

The objectives for the Marriage and Family Counseling/Therapy program are:

1. Students will articulate a clear, accurate understanding of MFC/T professional identity
2. Students will demonstrate knowledge of theories and treatment of individuals, couples and families from a systemic perspective (e.g. human development, family dynamics, systemic thinking, interactional theories, traditional and contemporary marriage and family theories, research and cultural context)
3. Students will demonstrate skills and practices of marriage and family counseling/therapy in the delivery of individual couple and family treatment (e.g., systemic assessment and diagnosis, treatment, termination, documentation, & ethical practice)
4. Students will deliver individual, marriage and family counseling/therapy with multicultural competence and sensitivity
5. Students will demonstrate ability to apply relevant research and evaluation models in the practice of marriage and family counseling/therapy
6. Students will demonstrate ability to integrate faith with marriage and family counseling/therapy in clinically appropriate, culturally sensitive, and ethical manner

The objectives for the School Counseling program are:

1. Students will articulate a clear, accurate understanding of School Counseling profession to promote the academic, career, and personal/social development of P-12 students.
2. 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 and consultation; and leadership.
3. 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 and affecting barriers and resilience; and crisis management.
4. Students will demonstrate skills and practices of school counseling, prevention, and intervention in the delivery of School services, including: theories and best practices; designing, implementing, managing, and evaluating programs; assisting students in finding their strengths and coping skills; and group work.
 5. Students will assist with multicultural competence and sensitivity regarding issues of diversity and advocacy, for their students, schools, families, and communities.
 6. Students will know factors that affect their students' functioning, including signs of abuse or drug use and how to use needs assessments.
 7. Students will demonstrate ability to apply relevant research and evaluation models in practice of School counseling.
 8. Students understand their role in their students' academic development: the schools' mission; closing the achievement gap; keeping students learning and remaining in school; and best practices for teaching and school counseling.
 9. Students will show competency in understanding collaboration and consultation with families, colleagues, administrators, and their community.
 10. Students will know effective leadership qualities, principles, skills, and styles to: enhance the learning environment; manage their program; work as a change agent; and serve as with student assistance teams.
 11. Students will demonstrate ability to integrate faith with School counseling practice in clinically appropriate, culturally sensitive, and ethical manner.

As noted earlier, program student learning outcomes reflect specific the specific CACREP standards and are integrated into the overall program evaluation process.

1. Reflect current knowledge and projected needs concerning counseling practice in a multicultural and pluralistic society.

Divisional objective #4 states that “students will demonstrate multicultural awareness in clinical practice” (Appendices [C.4a](#), [C.4b](#), [C.4c](#)). In addition, a review of the program objectives for clinical mental health counseling, marriage and family therapy, and school counseling listed in Section II.B reveals that students develop knowledge and skills reflecting the current knowledge and needs for counseling practice in a multicultural, pluralistic society.

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

The development and revision of program objectives is an ongoing concern of divisional faculty. The relationship between divisional objectives, institutional outcomes, and program student learning outcomes has been the focus of discussions at divisional faculty meetings over the past several years. Reference in divisional minutes to revisions in divisional and program objectives may be noted in the following: Appendices [A.25a](#), [A.25b](#), [A.25c](#). The most recent revision of divisional objectives took place April 2008, as evidenced by the copy of an email found below:

From: Gerig, Mark
Sent: Tuesday, April 15, 2008 10:36 PM
To: Riggs, Barbara; Holloway, Cindy; Osborn, Donald; Hudson, Denita; Fuller, Jim; Justice, Judith; Reyes, Nenetzin
Cc: Teare, Budd; Daugherty, Doug; 'Rosenberger, James'; 'Lois Bushong'; 'cgaff'
Subject: Proposed Program Revision

Greetings!

You will find several program revisions in the document that is attached. The first two we voted on at our last department meeting. In addition, though, I would like you to consider several additional revisions. And if possible, I would like to conduct the departmental business so these revisions can be added to the Academic Affairs Committee agenda.

The third revision listed adds prerequisites to CNS Practicum. A rationale is included. Basically, I believe we need to provide adequate support for the knowledge and skills that we (or at least I) expect students to have as they enter the Practicum class. The fourth revision listed is a revision of our admission requirements. Please compare the revised wording to the wording in the current IWU Graduate Bulletin. I cleaned up some wording, revised the GRE to reflect our current practice (i.e., require GRE-V of 400 and maintain a preferred overall score of 1000. Requiring 400 (V) and 1000 (overall) requires that the Q>600, which we do not intend; thus, 1000 becomes "preferred" rather than "required"). I also inserted the personal interview as a new requirement.

Please let me know what you think. If I sense support, I will call for a motion.
Thanks!

Mark S. Gerig, Ph.D., LMHC
Chair, Graduate Studies in Counseling
Indiana Wesleyan University
1900 W. 50th Street
Marion, IN 46953
765/677-2195

Copy of Document Attached to Email (below)

Program Revisions

1. Addition of Departmental Objective #8 (from 4/7/08 Dept. meeting)
2. Change Wording of Departmental Objectives #1 and #6 (from 4/7/08 Dept. meeting)
3. Revision of Course Prerequisites
CNS 550 – Practicum
Previous prerequisites – CNS 501, 508, and 541 or 522
Proposed prerequisites – CNS 501 Human Growth and Development, 503 Theory and Techniques in the Helping Relationship, 504 Theory

and Techniques of Group Counseling, 508 Legal, Ethical, and Professional Issues, 541 Foundations of Marriage and Family Therapy or 522 Foundations and Contextual Dimensions of Community Counseling or 519 Theories and Techniques of School Counseling, and 533 Psychopathology

Rationale – Students going into practicum must have foundational coursework regarding their specialization, basic theories and techniques in individual, group, and family counseling/therapy and a basic understanding of psychopathology and the use of the DSM-IV-TR.

Other evidence demonstrates input from alumni, through responses we receive on our Divisional Alumni Survey, items 11.1-11.8. A copy of the 2011 CNS Alumni Survey Reports is found in [Appendix C.2](#).

We have not sought input from external agency personnel in a systematic manner. Rather, we have invited their input at the regularly scheduled Site Supervisors' Luncheon, which is provided one time per semester. We have not sought input from current students regarding development or revision of divisional or program objectives. Meetings were conducted with current student to discuss changes in the 60-hour Community Counseling program, as revisions were being implemented to align the curriculum with the 2009 CACREP Standards.

3. Are directly related to program activities.

The relationship between the eight divisional objectives and program activities is clearly demonstrated in the divisional evaluation plan, program evaluation plans, and curriculum maps found on each divisional course syllabus ([Appendices E](#)). The curriculum maps link course activities, to CACREP Standards, and course learning outcomes. The divisional evaluation plan, as discussed in Section I, links divisional objectives to criteria and methodology. Course activities in the classroom are linked to the student learning outcomes and divisional objectives, which are measured, in part, through the course and program assessment methodology.

4. Are written so they can be evaluated.

The ability to adequately measure these objectives is demonstrated through our ongoing divisional evaluation efforts ([Appendices C.4a](#), [C.4b](#), [C.4c](#)). Complete evaluation of program objectives will be demonstrated with the full implementation of the program evaluation plans, scheduled to occur in Fall 2012.

C. Students actively identify with the counseling profession by participating in professional 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. 49-52) 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 (pp. 49-52).

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. Documentation of each student’s membership is contained in their respective Practicum Portfolio, which becomes a part of the student’s Clinical Experience files. These are placed in files located in the Marion and Indianapolis-West offices.

In addition, our students are encouraged to attend and present at state and national conferences. The following students presented workshops or posters in the 2011-2012 academic year:

Name of Student	Conference Attended	Title of Presentation/Poster
Danté Lowry & Christina Banker (Judith Justice)	Fall 2011 Indiana School Counseling Association Annual conference	Raising the bar to increase academic success for ethnic students: To lessen the discrepancies between white and not-white test scores
Christina Banker (& Judith Justice)	2012 Indiana Counseling Association Annual Conference	Bridging the academic divide between cultures
Kelsie Hampshire (& Mark Gerig)	2012 Indiana Counseling Association Annual Conference	Exactly what is a mental health counselor?
Barbara Kallaur	2012 Indiana Counseling Association Annual Conference	Perfectionism in gifted students: The Hewitt-Flett Multidimensional Perfectionism Scale and context-driven intervention model
Matt Schooler	2012 Indiana Counseling Association Annual Conference	Impact of exercise on adolescents battling leukemia: Perceptions of hope
Matt Schooler	2012 Indiana Counseling Association Annual Conference	HIV in Ireland
Holly Skinner	2012 Indiana Counseling Association Annual	The link between facebook and hindered social skills among

	Conference	adolescents
Cynthia Troxell	2012 Indiana Counseling Association Annual Conference	Drug court vs. incarceration: Comparing efficacy and treatment for substance abuse offenders
Sarah Heck	2012 Christian Association for Psychological Studies International Conference	Automatic functioning and impulsive behaviors in adolescent relapse: A qualitative study of 8 young marijuana users

Finally, we are in the process of reactivating the IWU chapter of Chi Sigma Iota.

KNOWLEDGE

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

Faculty members distribute syllabi at the first class meeting of each course. Copies of all syllabi of courses offered in our CACREP-approved programs are found in [Appendices E](#).

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.

E. Evidence exists of the use and infusion of current counseling-related research in teaching practice among program faculty and students.

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. Evidence exists of the use and infusion of technology in program delivery and technology's impact on the counseling profession.

The use of technology is a critical skill for counselors and used in the delivery of our programs. At our New Student Orientation, students learn about IWUs Off-Campus Library Services (OCLS) and Blackboard (Bb). This introduces students to the extraordinary services provided to students who are at distant locations, such as the Indy-West campus or home settings. OCLS orientation introduces them to the use of the variety of search engines and electronic resources available to them and so necessary for successful completion of their programs of study and professional service. The Bb training introduces them to the online learning platform that is used in all of our courses. Students participate in a number of course-related activities, such as discussion forums, send email, submit assignments, and assorted other learning activities through its application.

We have on occasion used Adobe Connect to link Marion and Indianapolis classroom. And as noted earlier, all practicum and internship session taking place in our divisional clinics are recorded and stored in digital form. Students must review and present their cases using this technology. Finally, all clinical forms used in practicums and internships are in an electronic format and must be downloaded for use. Thus, in a number of ways students develop skills in use of technology through the manner in which our programs are delivered.

Students also learn about the impact of technology on the counseling profession in ways that go beyond those methods mentioned above. HIPPA, relevant ethical standards, and clinical applications related to use of technology in counseling are major emphases in the following courses:

- [CNS 505 Theory and Techniques in Career Counseling](#)
- [CNS 506 Appraisal of Individuals and Families](#)
- [CNS 507 Research Methods](#)
- [CNS 508 Professional, Legal, and Ethical Issues](#)
- [CNS 522 Foundations in Clinical Mental Health Counseling](#)
- [CNS 550 Practicum](#).

G. Common core curricular experiences and demonstrated knowledge in each of the eight common core curricular areas are required of all students in the program.

The Division of Graduate Counseling clearly identifies cores courses in its program descriptions as described in the IWU Catalogue and Graduate Counseling Student Handbook and web pages. All students enrolled in Clinical Mental Health Counseling, Marriage and Family Counseling/Therapy, and School Counseling are required to take these courses. Each of the eight core areas of study identified by CACREP are covered specifically in these 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 course that covers the specific core standards. **(Note – Click on each course number to review the respective syllabus).**

CACREP Core Area of Study	Divisional Core Course
Professional Orientation and Ethical Practice	CNS 508 - Legal, Ethical, and Professional Issues
Social and Cultural Diversity	CNS 502 – Multicultural Counseling
Human Growth and Development	CNS 501 – Human Growth and Development
Career Development	CNS 505 – Theory and Techniques in Career Counseling
Helping Relationships	CNS 503 – Theory and Techniques in the Helping Relationship
Group Work	CNS 504 – Theory and Techniques in Group Counseling
Assessment	CNS 506 – Appraisal of Individuals and Families
Research and Program Evaluation	CNS 507 – Research and Evaluation of Methods and Practice

For each of the core areas, the curriculum map for the related courses is presented below. These curriculum maps indicate where each core-related standard is expressed in our course and may be found in each course syllabus (see [Appendices E](#)). 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.

1. PROFESSIONAL ORIENTATION AND ETHICAL PRACTICE – studies that provide an understanding of all of the following aspects of professional functioning:

CAEP Standard	IWU Course; Student Learning Outcome
a. history and philosophy of the counseling profession;	CNS 508 ; #1
b. professional roles, functions, and relationships with other human service providers, including strategies for interagency/inter-organization collaboration and communications;	CNS 508; #2, 10
c. counselors’ roles and responsibilities as members of an interdisciplinary emergency management response team during a local, regional, or nation crisis, disaster or other trauma-causing event;	CNS 508; #2
d. self-care strategies appropriate to the counselor role;	CNS 508; #7
e. counseling supervision models, practices, and processes;	CNS 508; #2, 5
f. professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues;	CNS 508; #6, 8
g. professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues;	CNS 508; #5
h. the role and process of the professional counselor advocating on behalf of the profession;	CNS 508; #8
i. advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients; and	CNS 508; #3, 4
j. ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling.	CNS 508; #3, 4

2. SOCIAL AND CULTURAL DIVERSITY – studies that provide an understanding of the cultural context of relationships, issues, and trends in a multicultural society, including all of the following:

CAEP Standard	IWU Course; Student Learning Outcome
a. Demonstrate an awareness of the influence of culture on counseling theory and practice	CNS 502 – 3, 4
b. Demonstrate knowledge of current research and its effects on counseling diverse populations	CNS 502 – 2, 4, 5
c. Articulate the impact of cross cultural issues on counselor’s behavior, counseling relationship, provisions	CNS 502 - 1

of mental health services and theories of counseling.	
d. Identify personal biases and attitudes, and the attitudes of others towards diverse populations	CNS 502 - 5
e. Develop strategies for how biases will be dealt with in the role of counselor	CNS 502 – 3, 4, 5
f. Demonstrate understanding of multiculturalism from a Christian/Biblical perspective	CNS 502 – 3, 4, 5

STUDENT LEARNING OBJECTIVE	Assessed by	CACREP Section II.G	World Changer Outcomes
1. Demonstrate an awareness of the influence of culture on counseling theory and practice	Exams; cultural group presentations	2c	2.2
2. Demonstrate knowledge of current research and its effects on counseling diverse populations	Article critiques; exams; cultural group presentations	2b	2.2
3. Articulate the impact of cross cultural issues on counselor's behavior, counseling relationship, provisions of mental health services and theories of counseling.	Exams; Reflection assignments; multicultural experiences	2a;2e;2f	2.1
4. Identify personal biases and attitudes, and the attitudes of others towards diverse populations	Reflection assignments; multicultural experiences; personal cultural narrative paper	2a;2b;2e;2f	2.1
5. Develop strategies for how biases will be dealt with in the role of counselor	Exams; cultural group presentation	2b;2d;2e;2f	3.3
6. Demonstrate understanding of multiculturalism from a Christian/Biblical perspective	Personal cultural narrative paper; reflection assignment		1.1

3. HUMAN GROWTH AND DEVELOPMENT – studies that provide an understanding of the nature and needs of persons at all developmental levels and in multicultural contexts, including all of the following:

CACREP Standard	IWU Course; Student Learning Outcome
a. theories of individual and family development and transitions across the life span;	CNS 501 – 1, 2
b. theories of learning personality development, including current understandings about neurobiological behavior;	CNS 501 - 3, 4
c. effects of crises, disasters, and other trauma-causing events on persons of all ages;	CNS 501 - 5
d. theories and models of individual, cultural, couple, family, and community resilience;	CNS 501 - 1
e. a general framework for understanding exceptional abilities and strategies for differentiated interventions;	CNS 501 – 3, 8
f. human behavior, including an understanding of developmental	CNS 501 - 5

crises, disability, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior;	
g. theories and etiology of addictions and addictive behaviors, including strategies for prevention, intervention, and treatment;	CNS 501 - 5
h. theories for facilitating optimal development and wellness over the life span.	CNS 501 – 1, 2

STUDENT LEARNING OBJECTIVE	Assessed by	CACREP Section II.G	Section III			World Changer Outcomes
			CMHC	MCFC	SCHOOL	
1. Describe the theories of individual development and transitions across the life-span.	exam	3a, 3h, 3d	G.1	A.6	A.6	2.1; 2.2; 2.3
2. Understand the relationship between the family life-cycle and individual development	exam	3a, 3h		A.6		1.1; 2.2; 2.3
3. Apply learning theories to individuals and families at various developmental stages	Exam observations	3b, 3e	G.1	C.1		1.3;2.1;2.2; 2.3
4. Understand the connection between personality theories and developmental theories	Observations exam	3b			A.6	2.1; 2.2; 2.3
5. Assess the impact of developmental crises, disabilities, addiction, psychopathology, gender, ethnicity, cultures and environmental factors on normal and abnormal development	Exam Facilitated discussions Book review	3c, 3f, 3g				1.1; 1.3; 2.1; 2.2; 2.3; 3.2
6. Integrate theological perspectives on human development and the family	Journals exam					1.2; 2.2; 2.3;3.3
7. Understand feminist critiques of human development	exam					1.2; 2.2; 2.3
8. Apply human growth and development to counseling	Intervention paper & presentation	3e	D.3	D.1	C.3	2.1; 2.2; 2.3, 3.3

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

CACREP Standards	IWU Course; Student Learning Outcome
a. career development theories and decision-making models;	CNS 505 - 1
b. career, avocational, educational, occupational and labor market information resources, and career information systems;	CNS 505 - 2
c. career development program planning, organization, implementation, administration, and evaluation;	CNS 505 - 3
d. interrelationships among and between work, family, and other life roles and factors, including the role of multicultural issues in career development;	CNS 505 - 4
e. career and educational planning, placement, follow-up, and evaluation;	CNS 505 - 5

f.	assessment instruments and techniques relevant to career planning and decision making;	CNS 505 -6
g.	career counseling processes, techniques, and resources, including those applicable to specific populations in a global economy.	CNS 505 - 7

STUDENT LEARNING OBJECTIVE	Assessed by	CACREP Section II.G
Describe the career development theories and decisions making models.	Exam, Facilitated Discussion	4a
Understand career avocational, educational, occupational and labor market information resources, and career information systems;	Exam, Short-Essay Assignments	4b
Understand and apply principles related to career development program planning, organization, implantation, administration, and evaluation	Career Developmental Program Plan Paper, Exam	4c
Understand the interrelationships among and between work, family, and other life roles and factors, including the role of multicultural issues in career development	Exam, Facilitated Discussions	4d
Describe career planning an educational planning, placement, follow-up, and evaluation	Intervention Paper & Exam	4e
Understand and apply concepts and principles related to assessment instruments and techniques relevant to career planning and decision making	Exam, Facilitated discussions & Short Essay Assignments	4f
Understand and apply career counseling processes, techniques, and resources, including those applicable to specific populations in a global economy.	Intervention Paper & Exam	4g
Integrate theological perspectives into the principles and practice of career counseling	Journals Exam	

5. HELPING RELATIONSHIPS – studies that provide an understanding of the counseling process in a multicultural society, including all of the following:

CACREP Standard	IWU Course; Student Learning Outcome
a. an orientation to wellness and prevention as desired counseling goals;	CNS 503 - 1
b. counselor characteristics and behaviors that influence helping processes;	CNS 503 – 1, 3
c. essential interviewing and counseling skills;	CNS 503 - 9
d. counseling theories that provide the student with models to conceptualize client presentation and that help the student select appropriate counseling interventions. Students will be exposed to models of counseling that are consistent with current professional research and practice in the field so they begin to develop a personal model of counseling;	CNS 503 – 1, 10
e. a systems perspective that provides an understanding of family and other systems theories and major models of family and related interventions;	CNS 503 - 7

f.	a general framework for understanding and practicing consultation; and	CNS 524 – 7 CNS 529 – 4
g.	crisis intervention and suicide prevention models, including the use of psychological first aid strategies.	CNS 503 - 9

CNS 503 Student Learning Outcome	CACREP Standard Fulfilled	IWU World Changer Aim Fulfilled	Assessment Methodology
1. Summarize major principles within contemporary theories of counseling, change processes, and application	G5 a, b, d	IWU 1.1, 2.1	Discussion, Tests, Philosophy Paper
2. Critique each contemporary counseling theory and application from a multi-cultural perspective	G5	IWU 1.2, 2.2	Discussion, Philosophy Paper
3. Apply ethical guidelines to the helping relationship	G5 b	IWU 1.1, 1.2, 1.3	Session tapes
4. State the history, stages, and models of consultation, and understand and apply consultant behaviors and characteristics	G	IWU 2.1, 2.2	Discussion, Tests, Session tapes
5. Demonstrate fundamental micro-skill techniques (attending, active listening, basic and advance empathy, probing, summarizing) through in-class role plays, written and video case studies, and practice sessions	G5 b	IWU 1.1, 1.3, 2.3	Philosophy Paper, Session tapes
6. Apply Christian principles as possible		IWU 1.1-1.5, 2..1-2.5, 3.1-3.4	Discussion, Philosophy Paper,
7. Name research literature associated with contemporary counseling theories	G5 e	IWU 2.3	Philosophy Paper
8. Explain the basics in diagnosis and treatment planning	G5	IWU 2.3	Diagnosis assignment
9. Use skills and gain experience in classroom presenting	G5 c, g	IWU 2.3	Session tape reviews
10. Paraphrase their personal models of counseling and consultation	G5 d		Philosophy Paper

6. GROUP WORK – studies that provide both theoretical and experiential understanding of group purpose, development, dynamics, theories, methods, skills, and other group approaches in a multicultural society, including all of the following:

CACREP Standard	IWU Course; Student Learning Outcome
a. principles of group dynamics, including group process components, developmental stage theories, group members’ roles and behaviors, and therapeutic factors of	CNS 504 ; #1, 2, 5

	group work;	
b.	group leadership or facilitation styles and approaches, including characteristics of various types of group leaders and leadership styles;	CNS 504: #2, 3, 4, 5, 7
c.	theories of group counseling, including commonalities, distinguishing characteristics, and pertinent research and literature;	CNS 504; #1
d.	group counseling methods, including group counselor orientations and behaviors, appropriate selection criteria and methods, and methods of evaluation of effectiveness;	CNS 504; #4
e.	Direct experiences in which students participate 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; #6, 7

Knowledge and skill outcomes:

CNS 504 Student Learning Outcome	CACREP Standard Fulfilled	World Changer Outcome	IWU Conceptual Framework	Assessment Methodology
1. Demonstrate an understanding of theoretical knowledge and research regarding groups.	CACREP Standard G.6 a,c	2.1	IWU D1,2	Exams, Participation, Research
2. Understand group dynamics, process, and member roles.	CACREP Standard G.6 a,b	2.1, 2.2	IWU D5	Exams, Participation
3. Demonstrate an understanding of leadership/facilitation skills and the application of those skills from planning to termination.	CACREP Standard G.6 b	1.1, 1.2, 1.3, 2.3	IWU S1,3,4	Exams, Group leading, Practice. Project
4. Articulate an understanding and application of ethical codes regarding group work.	CACREP Standard G.6 b,d	1.1, 1.2, 1.3, 3.2	IWU Dr, S2	Exams, Research, Project
5. Demonstrate an understanding of the application of group process, dynamics, and techniques to the church.	CACREP Standard G.6 a,b	3.1, 3.2, 3.3	IWU D5	Participation, Research, Project
6. Have opportunities to grow personally and interpersonally through participation in a therapy group.	CACREP Standard G.6 e	2.3	IWU D3, K4	Group work, Journals
7. Have opportunities to give and receive practical training in leading group experiences.	CACREP Standard G.6 b,e	2.1, 2.2, 2.3, 3.1, 3.2, 3.3	IWU D, S2	Role-plays, Co-leading practice, Group work, Journals
8. Integrate biblically-based Christian concepts and principles in case conceptualizations.		1.1, 1.2, 1.3	IWU D5, S2	Exams, Reading Participation, Research, Project

7. ASSESSMENT – studies that provide an understanding of individual and group approaches to assessment and evaluation in a multicultural society, including all of the following:

CACREP Standard		IWU Course; Student Learning Outcome
a.	historical perspectives concerning the nature and meaning of assessment;	CNS 506 - 1
b.	basic concepts of standardized and non-standardized testing and other assessment techniques, including norm-referenced and criterion-referenced assessment, environmental assessment, performance assessment, individual and group test and inventory methods, psychological testing, and behavioral observations;	CNS 506 – 4, 5
c.	statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations;	CNS 506 - 3
d.	reliability (i.e., theory of measurement error, models of reliability, and the use of reliability information);	CNS 506 - 2
e.	validity (i.e., evidence of validity, types of validity, and the relationship between reliability and validity);	CNS 506 - 2
f.	social and cultural factors related to the assessment and evaluation of individuals, groups, and specific populations;	CNS 506 – 5, 6
g.	ethical strategies for selecting, administering, and interpreting assessment and evaluation instruments and techniques in counseling.	CNS 506 - 4

CNS 506 Student Learning Outcome	CACREP Standard Fulfilled	IWU World Changer Outcome	Assessment Methodology
1. Demonstrate understanding of the theoretical and historical foundations for appraisal	II, G, 6, a	2.2	Mid-Term Exam
2. Apply the concepts of validity and reliability in evaluating psychometric instruments	II, G, 6, d & e	2.3	Assignments – CD #2; Test Critiques – I & II
3. Apply basic statistics in interpreting instrument results	II, G, 6, c	2.3	Assignments – CD #1
4. Select, administer, and interpret appraisal selected instruments in counselling	II, G, 6, b, g	3.3	Test Administration Project
5. Communicate assessment results in written and verbal forms	II, G, 6, b, f	2.3	Assignments – CD # 1, 2, 3, 4, 6, & 10; Test Administration Project
6. Evaluate test and testing procedures from the standpoint of prof., legal, ethical, and Biblical principles	II, G, 6, f	1.1, 1.3	Test Critiques Papers #1 & 2; Final Exam

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

CAIREP Standard	IWU Course; Student Learning Outcome
a. the importance of research in advancing the counseling profession;	CNS 507 - 1
b. research methods such as qualitative, quantitative, single-case designs, action research, and outcome-based research;	CNS 507 – 2, 3, 4
c. statistical methods used in conducting research and program evaluation;	CNS 507 – 2, 3, 4
d. principles, models, and applications of needs assessment, program evaluation, and the use of findings to effect program modifications;	CNS 507 - 2
e. the use of research to inform evidence-based practice; and	CNS 507 – 1, 5
f. ethical and culturally relevant strategies for interpreting and reporting the results of research and/or program evaluation studies.	CNS 507 - 3, 4, 6

CNS 507: Research and Evaluation of Methods and Practice	CAIREP Standard Fulfilled	IWU World Changer Outcome	Assessment Methodology
1. Understand the vital relationship between research and counselling/therapy	II: 8; a, e	2.1	Mid-term exam
2. Understand and gain practical experience in evaluation of client and program outcomes	II: 8; b, c, d	2.1, 2.2	IRB Project
3. Demonstrate an appreciation for common threats to internal and external validity in research	II: 8; b, c, f	2.1	Mid-term exam Methodology Section
4. Identify appropriate research methodology for a wide range of questions, specialization, and applications in the helping professions	II: 8; b, c, f	2.2, 2.3	IRB Project Research Question Methodology Section
5. Critique research methods and findings in professional journals	II: 8; e	2.2, 2.3	Article Critiques Quantitative & Qualitative Article Review
6. Develop the ability to write a research paper, including research questions, a literature review, methodology section, results section, and discussion section	II: 8; f	2.2, 2.3	Research Question IRB Project Research Proposal Project

**SECTION III
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 diversity of their community

SUPERVISOR QUALIFICATIONS AND SUPPORT

A. Program faculty members serving as individual or group practicum/internship supervisors must have the following:

The vitae for program faculty serving as individual or group supervisors are found in [Appendices B](#). The tables below (A.1-3) provide responses to each of the items by summarizing data found in the vitae of those faculty who serve as supervisors.

1. A doctoral degree and/or appropriate counseling preparation, preferably from a CACREP-accredited counselor education program. [link to each faculty members vitae]

Faculty Name	Supervisory Assignment	Highest-earned Degree
Lois Bushong	Clinical Mental Health Counseling	M.S. in Counselor Education
Judy Justice	School Counseling	Ed.D. in Youth and Family Studies; M.A. in Counseling
Kay Keller	Clinical Mental Health Counseling	M.A. in Counseling Psychology
Laura Kirchhofer	Practicum (summer – Indy)	M.A. in Community Counseling
Nenetzin Reyes	Marriage and Family Counseling/Therapy	Ph.D. in Marriage and Family Therapy
Barbara Riggs	Marriage and Family Counseling/Therapy	Ph.D. in child and Family Studies
James Rosenberger	School Counseling	Ph.D.
William Steele	Marriage and Family Counseling/Therapy	Ph.D. Marriage and Family Therapy
Budd Teare	Clinic Coordinator	Ph.D. in Psychology

2. Relevant experience and appropriate credentials/licensure and/or demonstrated competence in counseling.

Faculty Name	Supervisory Assignment	Experience/Credentials/ demonstrated competence
Lois Bushong	Clinical Mental Health Counseling	LMFT; AAMFT Clinically-approved supervisor; IWU supervisor since 2004
Judy Justice	School Counseling	Licensed School Counselor; LMHC; IWU FT Faculty
Kay Keller	Clinical Mental Health Counseling	LMHC; LPC; NCC; IWU Supervisor since 2005
Laura Kirchhofer	Practicum (summer – Indy)	LMHC; 3 yrs. Supervisor (under supervision of Budd Teare)

Nenetzin Reyes	Marriage and Family Counseling/Therapy	LMFT; IWU FT Faculty; Supervising (under AAMFT clinically approved supervision) since 2007
Barbara Riggs	Marriage and Family Counseling/Therapy	LMHC; LMFT; IWU FT Faculty; AAMFT Clinically-approved supervisor
James Rosenberger	School Counseling	Licensed School Counselor; Adjunct professor at IWU since 1999
William Steele	Marriage and Family Counseling/Therapy	LMFT; LCAC
Budd Teare	Clinic Coordinator	LMFT; 13 years as counseling supervisor (10 at IWU)

3. Relevant supervision training and experience.

Faculty Name	Supervisory Assignment	Supervision Training and Experience
Lois Bushong	Clinical Mental Health Counseling	AAMFT Clinically-approved supervisor; IWU supervisor since 2004
Judy Justice	School Counseling	IWU FT Faculty; Faculty Supervisor since 2007
Kay Keller	Clinical Mental Health Counseling	IWU Supervisor since 2005
Nenetzin Reyes	Marriage and Family Counseling/Therapy	Supervising (under AAMFT clinically approved supervision) since 2007
Barbara Riggs	Marriage and Family Counseling/Therapy	AAMFT Clinically-approved supervisor; IWU Faculty Supervisor since 2004
James Rosenberger	School Counseling	IWU Adjunct Faculty Supervisor since 2007
William Steele	Marriage and Family Counseling/Therapy	IWU Adjunct faculty supervisor since 2008
Budd Teare	Clinic Coordinator	13 years as counseling supervisor (10 at IWU)

B. Students serving as individual or group practicum student supervisors must meet the following requirements:

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.

- 1. Have completed a master’s degree, as well as counseling practicum and internship experiences equivalent to those in a CACREP-accredited entry-level program.**

Not applicable.

- 2. Have completed or are receiving preparation in counseling supervision.**

Not applicable.

- 3. Be supervised by program faculty, with a faculty-student ratio that does not exceed 1:6.**

Not applicable.

C. Site supervisors must have the following qualifications:

Site supervisors are required to meet the specified qualifications. These qualifications are stated explicitly in the Internship Contract [[Appendix D.2](#)], which all site supervisors are required to sign. Copies of these signed contracts for completed internships are found in 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.

- 1. A minimum of a master's degree in counseling or a related profession with equivalent qualifications, including appropriate certifications and/or licenses.**

All site supervisors have master's degrees in counseling or related professions and appropriate licenses and/or certifications for their specific professional activities. The tables found in Appendices [D.3a](#) and [D.3b](#) provide evidence of the degrees, credentials, and experience in site supervisors serving the IWU-Marion and IWU-Indy interns, respectively.

- 2. A minimum of two years of pertinent professional experience in the program area in which the student is enrolled.**

With the exception of two persons who did not respond to requests for information, each site supervisor has a minimum of two years of professional experience. The tables found in Appendices [D.3a](#) and [D.3b](#) provide evidence, gathered directly from each supervisor, of each site supervisor's years of professional experience.

- 3. Knowledge of the program's expectations, requirements, and evaluation procedures for students.**

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 ([Appendix D.2](#)). Additional opportunities are available for clarification of the policies and procedures at the Site Supervisor Luncheons, which are offered in the fall and spring semesters and which each site supervisor and intern are required to attend.

- 4. Relevant training in counseling supervision.**

Evidence of the relevant counseling supervision training experienced by our site supervisors is displayed in the tables found in [Appendix D.2](#). As can be seen, three site supervisors for the Marion program site no training experience in supervision. Each of

those responding to the question in our survey of Indianapolis site supervisors notes significant experience and training. However, seven did not respond to the question.

The Division of Graduate Counseling does provide training in topics related to supervision at the Site Supervisor Luncheons.

We will revise the Site Supervisor Application Form by items that enable us to gather this information in a more systematic and consistent manner.

D. Orientation, assistance, consultation, and professional development opportunities are provided by counseling program faculty to the 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 Internship Contract. Upon signing the Internship contract, site supervisors are provided access to the CIPPS Manual ([Appendix D.1](#)), which provides more comprehensive descriptions of internship policies, procedures, related documentation, and roles. From the point of initial contact, site supervisors are encouraged to contact faculty supervisors and the clinic coordinator for assistance or consultation as needed. Further orientation is provided at the Site Supervisors' Luncheon, which takes place no later than the middle of the semester. Here, personal, face-to-face contact occurs between the site supervisor, faculty supervisors, clinic coordinator, and divisional chair. 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. [Appendix D.4](#) contains a list of recent luncheon and topics presented.

E. Supervision contracts for each student are developed to define the roles and responsibilities of the faculty supervisor, site supervisor, and student during practicum and internship.

Internship Contracts ([Appendix D.2](#)) are completed prior to the start date for each internship. Roles and responsibilities are clearly defined for the faculty supervisor, site supervisor, student, and internship on pages 2-6 of the contract. Sample Internship Contract Forms are found in the CIPPS Manual ([Appendix D.1](#)). Signed Internship Contracts for currently enrolled internship students are found in the clinical experience files, located at the Marion and Indianapolis-West divisional offices.

We run the clinical experience components of [CNS 550 Practicum](#) through the divisional clinics. The assigned faculty for this course serves provides both individual and group supervision. We do not have faculty or students complete a contract since the roles and responsibilities of the site supervisor and faculty supervisor are combined in our arrangement and are a function of course assignment.

PRACTICUM

Information regarding practicum may be found in a variety of documents produced by the Division of Graduate Counseling. These include course description printed in the university catalogue, student handbook ([Appendix A.4](#)), CIPPS Manual ([Appendix D.1](#)), and the CNS 550 course syllabi ([Appendix E.2.a](#)). 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 counseling experience in the graduate counseling clinic providing the opportunity to practice individual and group counseling skills. The 100-hour practicum includes a minimum of 40 direct contact hours and weekly individual and group supervision. Prerequisites: CNS-501, CNS-502, CNS-503, CNS-504, CNS-508, and CNS-533.

Each practicum student is required to maintain a practicum log [[Appendix D.5](#)] 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. 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 Clinical Experience File. Hard copies are stored at the Marion and Indianapolis-West offices. Evidence that students actually fulfill the standards listed below is found on the practicum logs.

We require that each practicum student keep complete clinic files for all clients they are assigned. They are required to complete all clinical forms, including initial assessment, diagnosis, treatment plan, progress notes, and termination summary. This provides evidence used in evaluating our student at the mid-point in their programs and for recommending them for internship placements.

F. Students must complete supervised practicum experiences that total a minimum of 100 clock hours over a minimum 10-week academic term. Each student's practicum includes all of the following:

1. At least 40 clock hours of direct service with actual clients that contributes to the development of counseling skills.

As noted above and as evidenced in each student's practicum logs [[Appendix D.5](#)] and summary sheet, all students complete a minimum of 100 clock hours to successfully complete CNS 550 Practicum.

2. Weekly interaction that averages one hour per week of individual and/or triadic supervision throughout the practicum by a program faculty member, a student supervisor, or a site supervisor who is working in biweekly consultation with a program faculty member in accordance with the supervision contract.

Individual supervision takes place one hour per week on the average. The assigned faculty member for the course provides individual supervision to each student enrolled. Evidence of compliance with this standard is found on the CNS 550 Practicum Summary Sheets and related student Practicum Logs located in the students' Professional Practice files.

- 3. An average of 1 ½ hours per week of group supervision that is provided on a regular schedule throughout the practicum by a program faculty member or a student supervisor.**

Each student enrolled in [CNS 550 Practicum](#) receives, on the average, 1.5–2 hours per week of group supervision. This is conducted by the faculty members assigned to the course.

- 4. The development of program-appropriate audio/video recordings for use in supervision or live supervision of the student’s interactions with clients.**

All sessions conducted by practicum students in the clinical mental health, marriage and family, and school counseling programs are recorded using available clinic technology. As noted in our response to Standard I.H.3, 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.

- 5. Evaluation of the student’s counseling performance throughout the practicum, including documentation of a formal evaluation after the student completes the practicum.**

Students’ counseling performance is reviewed on an ongoing basis throughout the semester as part of the weekly supervisory sessions. In addition, practicum students are formally evaluated a minimum of two times during CNS 550. A Mid-Term Evaluation [\[Appendix D.6\]](#) occurs around the midpoint of the semester. The Final Evaluation takes place near the end of the semester. Forms used as part of this evaluation process are found in the CIPPS Manual. Evidence of the consistent evaluation of our students is found in the CNS 550 Practicum section of their respective Professional Practice files.

INTERNSHIP

The course description (i.e., CNS 551/552/554) as it appears in the university catalogue, divisional web page, divisional student handbook [\[Appendix A.4\]](#), and syllabi are 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.

- G. The program requires completion of a supervised internship in the student’s designated program area of 600 clock hours, begun after successful completion of the practicum. The internship is intended to reflect the comprehensive work experience of a professional counselor appropriate to the designated program area. Each student’s internship includes all of the following:**

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 three internships (i.e., [CNS 551](#), [CNS 552](#), and [CNS 554](#)) in Clinical Mental Health Counseling (CMHC) and Marriage and Family Counseling/Therapy (MFC/T) for a total of 900 clock hours. This standard is maintained in accordance with state of Indiana licensure requirements, which are based on previous 2001 CACREP standards. The School Counseling program requires supervised internships consisting of 600 clock hours (CNS 551, and CNS 552). In contrast to CNS 550 Practicum, our interns are placed in community-based counseling-related agencies or public/private school systems. 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.

- 1. At least 240 clock hours of direct service, including experience leading groups.**

CMHC and SC students are required to accrue a minimum of 120 clock hours of direct service hours per internship course. MFC/T students must complete a minimum of 150 of direct service hours per internship course. Of these, 50% of their direct service hours must be relational in nature. For CMHC and MFC/T students, three internship courses are required and are taken in consecutive semester. The SC students are required to complete two internship courses. Thus, in order to fulfill their professional practice program requirements for internships, CMHC and MFC/T students complete a minimum of 360 and 450 direct service hours, respectively, while SC students accrue a minimum of 240 direct service hours. Compliance with this standard may be verified by reviewing the Internship logs [[Appendix D.5](#)] and summaries contained in each student’s Professional Practice file.

- 2. Weekly interaction that averages one hour per week of individual and/or triadic supervision throughout the internship, usually performed by the onsite supervisor.**

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 551/552/554 Internship Summary Sheets and related student Internship Logs located in the students’ Professional Practice files.

- 3. An average of 1 ½ hours per week of group supervision provided on a regular schedule throughout the internship and performed by a program faculty member.**

Each student enrolled in CNS 551/552/554 receives, on the average, 1.5–2 hours per week of group supervision. This is conducted by the faculty supervisors assigned to the course. Evidence to demonstrate our programs' compliance with this standard is found on the Internship Logs and Summary Sheets located in the students' respective Professional Practice files.

- 4. The opportunity for the student to become familiar with a variety of professional activities and resources in addition to direct service (e.g., record keeping, assessment instruments, supervision, information and referral, in-service and staff meetings).**

Under *The Internship Facility agrees to* section of the Internship Contract [[Appendix D.2](#)], the site supervisor, as representative of the internship facility, agrees to:

assign sufficient clients and provide sufficient responsibilities to the intern in order to complete a satisfactory internship and to allow the intern to continue serving at the facility until contract hours have been successfully completed. In addition to the contracted direct client hours, the internship experience should include the opportunity to use a variety of professional resources such as assessment instruments, computers, professional literature, etc. (p. 2)

Some of our student interns have benefitted from special learning opportunities afforded by their particular sites. For example, Sarah Heck has engaged in onsite research at Fairbanks Hospital, Indianapolis. This resulted in the opportunity for Sarah to present a poster presentation at a national conference. Other students have accrued direct service hours through the Drug Court of Grant County, Indiana. This has provided the opportunity to work closely with Adult Probation and the Justice System of Grant County and Behavioral Marital Therapy to participants in this program. We seek to increase the *community engagement* of our internship programs as we partner local mental health and human service providers.

- 5. The opportunity for the student to develop program-appropriate audio/video recordings for use in supervision or to receive live supervision of his or her interactions with clients.**

Under *The Internship Facility agrees to* section of the Internship Contract, the site supervisor, as representative of the internship facility, agrees to “allow on-site, live supervision” (p. 2, #5). In addition, many of our internship sites allow student-interns to record onsite sessions for use in individual and group supervision. We do have certain sites that do not allow such recording to occur. In those cases, the site supervisor, as representative of the internship facility, agrees to “Permit reports and case notes (or copies) of counseling sessions (with all identifying information removed) to be used by the University Supervisor for supervision and educational purposes.

- 6. Evaluation of the student's counseling performance throughout the internship, including documentation of a formal evaluation after the student completes the internship by a program faculty member in consultation with the site supervisor.**

Students' counseling performance is reviewed on an ongoing basis throughout the semester as part of the weekly supervisory sessions. In addition, internship students are formally evaluated a minimum of two times during each internship course (i.e., CNS 551, 552, and 554). A Mid-Term Evaluation occurs around the midpoint of the semester. The Final Evaluation takes place near the end of the semester. Forms used as part of this evaluation process are program specific [e.g., [Appendix D.6](#)] and are found at the Blackboard CIPPS Site. Evidence of the consistent evaluation of our students is found in the CNS 551/552/554 sections of their respective Clinical Experience files. For their Final Evaluation, each student presents a case and a recorded segment of their work in group supervision. This data is provides direct evidence of their counseling skills and is used by their faculty supervisor in the completion of the Final Evaluation form.

CLINICAL MENTAL HEALTH COUNSELING

Students who are preparing to work as clinical mental health counselors will demonstrate the professional knowledge, skills, and practices necessary to address a wide variety of circumstances within the clinical mental health counseling context. In addition to the common core curricular experiences outlined in Section II.G, programs must provide evidence that student learning has occurred in the following domains:

The first column of the table found below lists each of the CACREP standards for Clinical Mental Health Counseling. The second column identifies the specific course and student learning outcome that covers the particular CACREP standard. Links to the specific course syllabus are provided. Each syllabus contains a curriculum map that links the course student learning outcomes to the CACREP standards covered, IWU World Changer Aims, and particular assessment methodology used to assess student attainment of the outcome/standard.

Item	Course Number; Student Learning Outcome	Assessment Methodology
FOUNDATIONS		
A. Knowledge		
1. Understands the history, philosophy, and trends in clinical mental health counseling.	CNS 522 ; #1	See syllabus to review assessment methodology for each standard
2. Understands ethical and legal considerations specifically related to the practice of clinical mental health counseling.	CNS 522; #4 CNS 551/2/4/ - #8	
3. Understands the roles and functions of clinical mental health counselors in various practice setting and the importance of relationships between counselors and other professionals, including interdisciplinary treatment teams.	CNS 522; #2, 10	
4. Knows the professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling.	CNS 522; #6	
5. Understands a variety of models and theories related to clinical mental health counseling, including the methods, models, and principles of clinical supervision.	CNS 522; #5 CNS 523 ; #10	
6. Recognizes the potential for substance use disorders to mimic and coexist with a variety of medical and psychological disorders.	CNS 511 ; #2 CNS 512 ; #2 CNS 523; #4	

7. Is aware of professional issues that affect clinical mental health counselors (e.g., core provider status, expert witness status, access to and practice privileges within managed care systems).	CNS 522 ; #3	
8. Understands the management of mental health services and programs, including areas such as administration, finance, and accountability.	CNS 524 ; #9	
9. Understands the impact of crises, disasters, and other trauma-causing events on people.	CNS 523 ; #2 CNS 533 ; #1	
10. Understands the operation of an emergency management system within clinical mental health agencies and in the community.	CNS 522; #9 CNS 523; #10	
B. Skills and Practices		
1. Demonstrates the ability to apply and adhere to ethical and legal standards in clinical mental health counseling.	CNS 522; #4 CNS 551/2/4 - #8	
2. Applies knowledge of public mental health policy, financing, and regulatory process to improve service delivery opportunities in clinical mental health counseling.	CNS 522; #8	
COUNSELING, PREVENTION, AND INTERVENTION		
C. Knowledge		
1. Describes the principles of mental health, including prevention, intervention, consultation, education, and advocacy, as well as the operation of programs and networks that promote mental health in a multicultural society.	CNS 511 : #8 CNS 522 ; #2 CNS 524 ; #2, 7 CNS 533 ; #8	
2. Knows the etiology, the diagnostic process and nomenclature, treatment, referral, and prevention of mental and emotional disorders.	CNS 523 ; #1 CNS 524; #4 CNS 533 ; #6 CNS 551/2/4 - #3, 6	
3. Knows the models, methods, and principles of program development and service delivery (e.g., support groups, peer facilitation training, parent education, self-	CNS 523; #10 CNS 524; #9	

help).	CNS 551/2/4 - #6	
4. Knows the disease concept and etiology of addiction and co-occurring disorders.	CNS 511; #1, 2 CNS 523; #4	
5. Understands the range of mental health service delivery —such as inpatient, outpatient, partial treatment and aftercare —and the clinical mental health counseling services network.	CNS 511; #9 CNS 522; #3 CNS 533; #7	
6. Understands the principles of crisis intervention for people during crises, disasters, and other trauma-causing events.	CNS 523; #7	
7. Know the principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning.	CNS 523; #1 CNS 523; #9 CNS 551/2/4 - #7	
8. Recognizes the importance of family, social networks, and community systems in the treatment of mental and emotional disorders.	CNS 511; #7 CNS 524; #5	
9. Understands profession issues relevant to the practice of clinical mental health counseling.		
D. Skills and Practices		
1. Uses the principles and practices of diagnosis, treatment, referral, and prevention of mental and emotional disorders to initiate, maintain, and terminate counseling.	CNS 523; #3 CNS 524; #6 CNS 533; #5, 7 CNS 551/2/4 - #3	
2. Applies multicultural competencies to clinical mental health counseling involving case conceptualization, diagnosis, treatment, referral, and prevention of mental and emotional disorders.	CNS 523; #6 CNS 533; #2, 10 CNS 551/2/4 - #4	
3. Promotes optimal human development, wellness, and mental health through prevention, education, and advocacy activities.	CNS 524; #2, 3, 6	
4. Applies effective strategies to promote client understanding of and access to a		

variety of community resources.		
5. Demonstrates appropriate use of culturally responsive individual couple, family, group, and systems modalities for initiating, maintain, and terminating counseling.	CNS 511; #7 CNS 523; #6 CNS 551/2/4; D.5	
6. Demonstrates the ability to use procedures for assessing and managing suicide risk.	CNS 523; #6 CNS 551/2/4 - #4	
7. Applies current record-keeping standards related to clinical mental health counseling.	CNS 551/2/4 - #7	
8. Provides appropriate counseling strategies when working with clients with addiction and co-occurring disorders.	CNS 523; #1	
9. Demonstrates the ability to recognize his or her own limitations as a clinical mental health counselor and to seek supervision or refer clients when appropriate.	CNS 522; #10 (?)	
DIVERSITY AND ADVOCACY		
E. Knowledge		
1. Understands how living in a multicultural society affects clients who are seeking clinical mental health counseling services.	CNS 511; #8 CNS 522; #7	
2. Understands the effects of racism, discrimination, sexism, power, privilege, and oppression on one's own life and career and those of the client.	CNS 522; #7	
3. Understands current literature that outlines theories, approaches, strategies, and techniques shown to be effective when working with specific populations of clients with mental and emotional disorders.	CNS 511; #3, 8 CNS 524; #1, 3, 4 CNS 533; #2, 10	
4. Understands effective strategies to support client advocacy and influence public policy and government relations on local, state, and national levels to enhance equity, increase funding, and promote programs that affect the practice of clinical mental health counseling.	CNS 524; #3	
5. Understands the implications of concepts such as internalized oppression and institutional racism, as well as the historical		

and current political climate regarding immigration, poverty, and welfare.		
6. Know public policies on the local, state, and national levels that affect the quality and accessibility of mental health services.	CNS 511; #11 CNS 522; #8	
F. Skills and Practices		
1. Maintains information regarding community resources to make appropriate referrals.	CNS 551/2/4 - #2	
2. Advocates for policies, programs, and services that are equitable and responsive to the unique needs of clients.	CNS 524; #2	
3. Demonstrates the ability to modify counseling systems, theories, techniques, and interventions to make them culturally appropriate for diverse populations.	CNS 523; #6 CNS 533; #10	
ASSESSMENT		
G. Knowledge		
1. Knows the principles and models of assessment, case conceptualization, theories of human development, and concepts of normalcy and psychopathology leading to diagnoses and appropriate counseling treatment plans.	CNS 512; #4 CNS 523; #1 CNS 551/2/4 - #3, 4	
2. Understands various models and approaches to clinical evaluation and their appropriate uses, including diagnostic interviews, mental status examinations, symptom inventories, and psychoeducational and personality assessments.	CNS 511; #5 CNS 523; #10	
3. Understands basic classifications, indications, and contraindications of commonly prescribed psychopharmacological medications so that appropriate referrals can be made for medication evaluations and so that the side effects of such medications can be identified.	CNS 511; #2 CNS 512; #1, 3, 4, 5 CNS 533; #9	
4. Identifies standard screening and assessment instruments for substance use disorders and process addictions.	CNS 551/2/4 - #8	

H. Skills and Practices		
1. Selects appropriate comprehensive assessment interventions to assist in diagnosis and treatment planning, with an awareness of cultural bias in the implementation and interpretation of assessment protocols.	CNS 523; #6 CNS 551/2/4/ - #4	
2. Demonstrates skill in conducting an intake interview, a mental status evaluation, a biopsychosocial history, a mental health history, and a psychological assessment for treatment planning and caseload management.	CNS 523; #3 CNS 551/2/4 - #5	
3. Screens for addiction, aggression, and danger to self and/or others, as well as co-occurring mental disorders.	CNS 511; #5 CNS 523; #5 CNS 551/2/4; #6	
4. Applies the assessment of a client's stage of dependence, change, or recovery to determine the appropriate treatment modality and placement criteria within the continuum of care.	CNS 523; #3 CNS 551/2/4 - #3, 6	
RESEARCH AND EVALUATION		
I. Knowledge		
1. Understands how to critically evaluate research relevant to the practice of clinical mental health counseling.	CNS 511; #10	
2. Knows models of program evaluation for clinical mental health programs.	CNS 524; #8, 11	
3. Knows evidence-based treatments and basic strategies for evaluating counseling outcomes in clinical mental health counseling.		
J. Skills and Practices		
1. Applies relevant research finds to inform the practice of clinical mental health counseling.	CNS 511; #10	
2. Develops measurable outcomes for clinical mental health counseling programs,	CNS 523; #1	

interventions, and treatments.		
3. Analyzes and used data to increase the effectiveness of clinical mental health counseling interventions and programs.		
DIAGNOSIS		
K. Knowledge		
1. Knows the principles of the diagnostic process, including differential diagnosis, and the use of current diagnostic tools, such as the current edition of the Diagnostic and Statistical Manual of Mental Disorders (DSM).	CNS 511; #5 CNS 523; #3 CNS 533; #5 CNS 551/2/4 - #3	
2. Understands the established diagnostic criteria for mental and emotional disorders, and describes treatment modalities and placement criteria within the continuum of care.	CNS 512; #4	
3. Knows the impact of co-occurring substance use disorders on medical and psychological disorders.	CNS 511; #1, 5, 6, 7 CNS 522; #5	
4. Understands the relevance and potential biases of commonly used diagnostic tools with multicultural populations.	CNS 523; #6 CNS 533; #3, 4	
5. Understands appropriate use of diagnosis during a crisis, disaster, or other trauma-causing event.	CNS 523; #7	
L. Skills and Practices		
1. Demonstrates appropriate use of diagnostic tools, including the current edition of DSM, to describe the symptoms and clinical presentation of clients with mental and emotional impairments.	CNS 511; #4 CNS 523; #3 CNS 533; #4, 5	
2. Is able to conceptualize an accurate multi-axial diagnosis of disorders presented by a client and discuss the differential diagnosis with collaborating professions.	CNS 511; #4 CNS 533; #5	
3. Differentiates between diagnosis and developmentally appropriate reactions during crises, disasters, and other trauma-causing events.	CNS 523; #7	

MARRIAGE AND FAMILY COUNSELING/THERAPY

Students who are preparing to work as marriage, couple, and family counselors are expected to possess the knowledge, skills, and practices necessary to address a wide variety of issues in the context of relationships and families. In addition to the common core curricular experiences outlined in Section II.G, programs must provide evidence that student learning has occurred in the following domains:

The first column of the table found below lists each of the CACREP standards for Clinical Mental Health Counseling. The second column identifies the specific course and student learning outcome that covers the particular CACREP standard. Links to the specific course syllabus are provided. Each syllabus contains a curriculum map that links the course student learning outcomes to the CACREP standards covered, IWU World Changer Aims, and particular assessment methodology used to assess student attainment of the outcome/standard.

Item	Course No.; Student Learning Outcome	Assessment Methodology
FOUNDATIONS		
A. Knowledge		
1. Knows the history, philosophy, and trends in marriage, couple, and family counseling	CNS 541; #1 CNS542; #1 CNS 543 CNS 546; #1, 5	See syllabus to review assessment methodology for each standard
2. Understands the ethical and legal considerations specifically related to the practice of marriage, couple, and family counseling.	CNS 508 CNS 541 CNS 543; #1 CNS 546; #5, 6, 7	
3. Know the roles and functions of marriage, couple, and family counselors in a variety of practice settings and in relation to other helping professionals.	CNS 508 CNS 541; #1 CNS 543; #2 CNS 546; #6, 7 CNS 554	
4. Knows the professional organizations, preparation standards, and credentials relevant to the practice of marriage, couple, and family counseling.	CNS 508 CNS 541; #2 CNS 546; #6, 7	

5. Understands a variety of models and theories of marriage, couple, and family counseling.	CNS 541; #3, 4 CNS 542; #1 CNS 543; #2, 3, 4, 5 CNS 546; #2, 7	
6. Understands family development and the life cycle, sociology of the family, family phenomenology, contemporary families, family wellness, families and culture, aging and family issues, family violence, and related family concerns.	CNS 501 CNS 541; #5, 7, 8, 9 CNS 542; #1, 2 CNS 546; #5	
7. Understands the impact of crises, disasters, and other trauma-causing events on marriages, couples, families, and households.	CNS 546; #1	
B. Skills and Practices		
1. Demonstrates the ability to apply and adhere to ethical and legal standards in marriage, couple, and family counseling	CNS 541; #9 CNS 550 CNS 551 CNS 552 CNS 554	
2. Demonstrates the ability to select models or techniques appropriate to couples' or families' presenting problems	CNS 541; #6 CNS 542; #1, 3, 4 CNS 543; #2, 4 CNS 546; #3 CNS 550 CNS 551 CNS 552 CNS 554	
COUNSELING, PREVENTION, AND INTERVENTION		
C. Knowledge		
1. Understands issues of marriage, couple, and family life-cycle dynamics; healthy family functioning; family structures; and family of origin	CNS 541; #5, 6, 7, 8, 9	

and intergenerational influences in a multicultural society.	CNS 542; #1, 2, 5 CNS 546; #5	
2. Recognizes specific problems (e.g., addictive behaviors, domestic violence, suicide risk, immigration) and interventions that can enhance family functioning.	CNS 541; #6, 8, 9 CNS 542; #1, 2, 3, 4 CNS 543; #4 CNS 545; #3 CNS 546; #5	
3. Understands human sexuality (e.g., gender, sexual functioning, sexual orientation) and its impact on family and couple functions.	CNS 520 CNS 546; #5	
4. Understands professional issues relevant to the practice of marriage, couple and family counseling, including recognition, reimbursement, and right to practice.	CNS 508 CNS 546; #5	
D. Skills/Practices		
1. Uses preventive, developmental and wellness approaches in working with individuals, couples, families, and other systems such as premarital counseling, parenting skills training, and relationship enhancement.	CNS 541; #6 CNS 542; #1, 3, 4 CNS 543; #3, 4, 5 CNS 550 CNS 551 CNS 552 CNS 554	
2. Uses systems theory to conceptualize issues in marriage, couple, and family counseling.	CNS 541; #3, 6, 7, 8, 9 CNS 542; #3, 4 CNS 543; #1, 2, 4, 5 CNS 546; #3, 7 CNS 550 CNS 551 CNS 552 CNS 554	

<p>3. Uses systems theories to implement treatment, planning, and intervention strategies.</p>	<p>CNS 541; #6, 9 CNS 542; #1, 3, 4 CNS 543; #2, 4 CNS 546; #3, 5 CNS 550 CNS 551 CNS 552 CNS 554</p>	
<p>4. Demonstrates the ability to use procedures for assessing and managing suicide risk.</p>	<p>CNS 541; #6 CNS 550 CNS 551 CNS 552 CNS 554</p>	
<p>5. Adheres to confidentiality responsibilities, the legal responsibilities and liabilities of clinical practice and research, family law, record keeping, reimbursement, and the business aspects of practice.</p>	<p>CNS 541; #9 CNS 550 CNS 551 CNS 552 CNS 554</p>	
<p>6. Demonstrates the ability to recognize his or her own limitations as a marriage, couple, and family counselor and to seek supervision or refer clients when appropriate.</p>	<p>CNS 542; #6 CNS 550 CNS 551 CNS 552 CNS 554</p>	
<p>DIVERSITY AND ADVOCACY</p>		
<p>E. Knowledge</p>		
<p>1. Understands how living in a multicultural society affects couples and families.</p>	<p>CNS 502 CNS 542; #2 CNS 546; #7</p>	

2. Recognizes societal trends and treatment issues related to working with multicultural and diverse family systems (e.g., families in transition, dual-career couples, blended families, same-sex couples).	CNS 502 CNS 546; #5	
3. Understands current literature that outlines theories, approaches, strategic, and techniques shown to be effective in working with diverse family systems.	CNS 541; #10 CNS 542; #5	
4. Understands the effects of racism, discrimination, sexism, power, privilege, and oppression on one's own life and that of the client(s).	CNS 502	
5. Understands the effect of local, state, and national policies, programs, and services on diverse family systems.	CNS 502 CNS 508 CNS 546; #6	
F. Skills and Practices		
1. Demonstrates the ability to provide effective services to clients in a multicultural society.	CNS 541; #10 CNS 550 CNS 551 CNS 552 CNS 554	
2. Maintains information regarding community resources to make appropriate referrals.	CNS 550 CNS 551 CNS 552 CNS 554	
3. Advocates for policies, programs, and services that are equitable and responsive to the unique needs of couples and families.	CNS 541; #10 CNS 550 CNS 551 CNS 552 CNS 554	
4. Demonstrates the ability to modify counseling systems, theories, and techniques, and interventions to make them culturally appropriate	CNS 542; #3 CNS 550	

for diverse couples and families.	CNS 551 CNS 552 CNS 554	
ASSESSMENT		
G. Knowledge		
1. Knows principles and models of assessment and case conceptualization from a systems perspective, including diagnostic interviews, mental diagnostic status examinations, symptom inventories, and psychoeducational and personality assessments.	CNS 506 CNS 541; #4 CNS 542; #1, 3 CNS 543; #2, 4, 5 CNS 546; #7	
2. Understands marriage, couples, and family assessment tools and techniques appropriate to clients' needs in a multicultural society.	CNS 506 CNS 541; #4 CNS 542 CNS 543; #4, 5 CNS 546; #1, 7	
3. Understands the impact of addiction, trauma, psychopharmacology, physical and mental health, wellness, and illness on marriage, couple, and family functioning.	CNS 545 CNS 546; #3	
H. Skills and Practice		
1. Applies skills in interviewing, assessment, and case management for working with individuals, couples, and families from a system's perspective.	CNS 541; #6 CNS 542; #3, 4 CNS 543; #2, 4, 5 CNS 546; #2 CNS 550 CNS 551 CNS 552 CNS 554	
2. Uses systems assessment models and procedures to evaluate family functioning.	CNS 541; #6 CNS 542; #3, 4	

	CNS 543; #2, 4, 5 CNS 546; #2 CNS 550 CNS 551 CNS 552 CNS 554	
3. Determines which members of a family system should be involved in treatment.	CNS 541; #6 CNS 542; #3, 4 CNS 543; #2, 4 CNS 550 CNS 551 CNS 552 CNS 554	
RESEARCH AND EVALUATION		
I. Knowledge		
1. Understands how to critically evaluate research relevant to the practice of marriage, couple, and family counseling	CNS 507 CNS 541; #10 CNS 542; #5 CNS 543; #6 CNS 546; #4	
2. Knows models of program evaluation relevant for the practice of marriage, couple, and family counseling.	CNS 507	
3. Knows evidence-based treatments and basic strategies for evaluating counseling outcomes in marriage, couple, and family counseling.	CNS 541; #10 CNS 542; #1 CNS 543; #6 CNS 546; #4	
J. Skills/Practices		
1. Applies relevant research findings to inform the practice of marriage, couple, and	CNS 543; #5	

family counseling.	CNS 550 CNS 551 CNS 552 CNS 554	
2. Develops measurable outcomes for marriage, couple, and family counseling programs, interventions, and treatments.	CNS 550 CNS 551 CNS 552 CNS 554	
3. Analyzes and used data to increase the effectiveness of marriage, couple, and family counseling interventions and programs.	CNS 550 CNS 551 CNS 552 CNS 554	

SCHOOL COUNSELING

Students who are preparing to work as school counselors will demonstrate the professional knowledge, skills, and practices necessary to promote the academic, career and personal/social development of all K-12 students. In addition to the common core curricular experiences outlined in Section II.G, programs must provide evidence that student learning has occurred in the following domains.

On May 8, 2012, The Division of Graduate Counseling submitted a Substantive Change Report to the CACREP Board requesting that it be granted permission to transition our current onsite School Counseling Program to a blended format. A copy of the Substantive Change Report is found in [Appendix A.27](#). The CACREP Board voted to approve this report. The Board indicated that additional information on “the status of the proposed changes, including documentation of the curricular modifications and course syllabi, could be submitted as a subsequent Addendum” to this Self-Study, since the self-study document had been developed prior to notification of the approval (see [Appendix A.28](#) – Approval of Substantive Change Report Letter). This Addendum will be submitted to the CACREP office no later than mid-December 2012 and will contain revised syllabi and a program assessment plan.

The blended School Counseling will fulfill all CACREP standards. The primary change is in delivery system. The revised program will feature a combination of online coursework and face-to-face contact. No changes in core or specialization course titles, descriptions, or student learning outcomes are anticipated. Thus, responses to School Counseling standards below are valid indicators of the relationship among course student learning outcomes, CACREP Standards, and IWU World Changer Aims. Specific assignments that will measure attainment of student outcomes and program objectives will be communicated on the particular syllabus and program assessment plan.

Item	Course Number; Student Learning Outcome	Assessment Methodology
FOUNDATIONS		
A. Knowledge		
1. Understands ethical and legal considerations specifically related to the practice of school counseling.	CNS 519; #1 CNS 551/552; #1	See syllabus to review assessment methodology for each standard
2. Understands ethical and legal considerations specifically related to the practice of school counseling.	CNS 519; #5, 7, 12 CNS 527: #7 CNS 529; #7	
3. Knows roles, functions, setting, and professional identity of the school counselor in relation to the roles of other professional and support personnel in the school.	CNS 519; #4	

4. Knows professional organizations, preparation standards, and credentials that are relevant to the practice of school counseling	CNS 519; #13	
5. Understands current models of school counseling programs (e.g., American School Counselor Association [ASCA] Nation Model) and their integral relationship to the total educational program.	CNS 519; #2, 3 CNS 551/552; #2 CNS 529; #8	
6. Understands the effects of (a) atypical growth and development, (b) health and wellness, (c) language, (d) ability level, (e) multicultural issues, and (f) factors of resiliency on student learning and development.	CNS 519; #9 CNS 551/552; #2	
7. Understands the operation of the school emergency management plan and the roles and responsibilities of the school counselor during crises, disasters, and other trauma-causing events.	- - -	
B. Skills and Practices		
1. Demonstrates the ability to apply and adhere to ethical and legal standards in school counseling	CNS 519; #7, 11 CNS 527; #6, 7 CNS 529; #4 CNS 551/552; #1	
2. Demonstrates the ability to articulate, model, and advocate for an appropriate school counselor identity and program.	CNS 519; #5, 12 CNS 527; #5 CNS 529; #5, 8	
COUNSELING, PREVENTION, AND INTERVENTION		
C. Knowledge		
1. Knowles the theories and processes of effective counseling and wellness programs for individual students and groups of students.	CNS 519; #3 CNS 527; #1, 4 CNS 551/552; #2	
2. Knows how to design, implement, manage, and evaluate programs to enhance the academic, career, and personal/social	CNS 529; #7 CNS 551/552; #5	

development of students.		
3. Knows strategies for helping students identify strengths and cope with environmental and developmental problems	CNS 519; #8 CNS 527; #1, 4	
4. Knows how to design, implement, manage, and evaluate transition programs, including school-to-work, postsecondary planning, and college admissions counseling.	CNS 519; #10 CNS 529; #7 CNS 551/552; #7	
5. Understands group dynamics — including counseling, psycho-educational, task, and peer helping groups — and the facilitation of teams to enable students to overcome barriers and impediments to learning.	CNS 529; #9	
6. Understands the potential impact of crises, emergencies, and disasters on students, educators, and school, and knows the skills needed for crisis intervention.	CNS 519; #13 CNS 529; #9	
D. Skills and Practices		
1. Demonstrates self-awareness, sensitivity to others, and the skills needed to relate to diverse individuals, groups, and classrooms.	CNS 519; #8 CNS 529; #4	
2. Provides individual and group counseling and classroom guidance to promote the academic, career, and personal/social development of students.	CNS 519; #3 CNS 529; #9	
3. Provides individual and group counseling and classroom guidance to promote the academic, career, and personal/social development of students.	CNS 519; #8 CNS 527; #1 CNS 529; #1, 9 CNS 551/552; #4	
4. Demonstrates the ability to use procedures for assessing and managing suicide risk.	CNS 519; #2, 8 CNS 527; #2	

	CNS 529; #2, 5	
5. Demonstrates the ability to recognize his or her limitations as a school counselor and to seek supervision or refer clients when appropriate.	CNS 527; #5, 6 CNS 529; #4 CNS 551/552; #2	
DIVERSITY AND ADVOCACY		
E. Knowledge		
1. Understands the cultural, ethical, economic, legal, and political issues surrounding diversity, equity, and excellence in terms of student learning.	CNS 519; #8 CNS 529; #2 CNS 551/552; #1	
2. Identifies community, environmental, and institutional opportunities that enhance — as well as barriers that impede — the academic, career, and personal/social development of students.	CNS 527; #3 CNS 551/552; #2	
3. Understands the ways in which education policies, programs, and practices can be developed, adapted, and modified to be culturally congruent with the needs of students and their families.	CNS 527; #3 CNS 529; #1, 2 CNS 551/552; #4	
4. Understands multicultural counseling issues, as well as the impact of ability levels, stereotyping, family, socioeconomic status, gender, and sexual identity, and their effects on student achievement.	CNS 527; #3 CNS 529; #1, 2 CNS 551/552; #4	
F. Skills and Practices		
1. Demonstrates multicultural competencies in relation to diversity, equity, and opportunity in student learning and development.	CNS 529; #2 CNS 551/552; #1	
2. Advocates for the learning and academic experiences necessary to promote the academic, career, and personal/social development of students.	CNS 519; #6 CNS 529; #2	

	CNS 551/552; #6	
3. Advocates for school policies, programs, and services that enhance a positive school climate and are equitable and responsive to multicultural student populations.	CNS 519; #6 CNS 529; #2 CNS 551/552; #6	
4. Engages parents, guardians, and families to promote the academic, career, and personal/social development of students.	CNS 527; #3 CNS 529; #1, 2 CNS 551/552; #6	
ASSESSMENT		
G. Knowledge		
1. Understands the influence of multiple factors (e.g., abuse, violence, eating disorders, attention deficit hyperactivity disorder, childhood depression) that may affect the personal, social, and academic functioning of students.	CNS 519; #9 CNS 527; #2 CNS 529; #9 CNS 551/552; #2	
2. Knows the signs and symptoms of substance abuse in children and adolescents, as well as the signs and symptoms of living in a home where substance abuse occurs.	CNS 519; #9 CNS 527; #2 CNS 529; #9 CNS 551/552; #3	
3. Identifies various forms of needs assessments for academic, career, and personal/social development.	CNS 529; #5 CNS 551/552; #5	
H. Skills and Practices		
1. Assesses and interprets students' strengths and needs, recognizing uniqueness in cultures, languages, values, backgrounds, and abilities.	CNS 529; #2	
2. Selects appropriate assessment strategies that can be used to evaluate a student's academic, career, and personal/social development.	CNS 519; #5 CNS 529; #3, 5 CNS 551/552; #2	

3. Analyzes assessment information in a manner that produces valid inferences when evaluating the needs of individual students and assessing the effectiveness of educational programs.	CNS 529; #3, 5	
4. Makes appropriate referrals to school and/or community resources.	CNS 529; #8	
5. Assesses barriers that impede students' academic, career, and personal/social development.	CNS 519; #9 CNS 529; #3, 5	
RESEARCH AND EVALUATION		
I. Knowledge		
1. Understands how to critically evaluate research relevant to the practice of school counseling.	CNS 529; #9 CNS 551/552; #6	
2. Knows models of program evaluation for school counseling programs.	CNS 529; #5	
3. Knows basic strategies for evaluating counseling outcomes in school counseling (e.g., behavioral observation, program evaluation).	CNS 529; #5 CNS 551/552; #7	
4. Knows current methods of using data to inform decision making and accountability (e.g., school improvement plan, school report card).	CNS 519; #6 CNS 529; #3	
5. Understands the outcome research data and best practices identified in the school counseling research literature	CNS 519; #2 CNS 529; #1	
J. Skills and Practices		
1. Applies relevant research findings to inform the practice of school counseling.	CNS 519; #5 CNS 529; #3, 9 CNS 551/552; #6	
2. Develops measurable outcomes for school counseling programs, activities, interventions, and experiences.	CNS 529; #5, 9	
3. Analyzes and uses data to enhance school counseling programs.	CNS 529; #3, 9	

ACADEMIC DEVELOPMENT		
K. Knowledge		
1. Understands the relationship of the school counseling program to the academic mission of the school.	CNS 519; #3 CNS 529; #2, 5, 7	
2. Understands the concepts, principles, strategies, programs, and practices designed to close the achievement gap, promote student academic success, and prevent students from dropping out of school.	CNS 519; #1 CNS 529; #3, 5, 9	
3. Understands curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies for teaching counseling- and guidance-related material.	CNS 519; 5 CNS 529; #7	
L. Skills and Practices		
1. Conducts programs designed to enhance student academic development.	CNS 519; #5	
2. Implements strategies and activities to prepare students for a full range of postsecondary options and opportunities.	CNS 519; #10	
3. Implements differentiated instructional strategies that draw on subject matter and pedagogical content knowledge and skills to promote student achievement.	CNS 519; #5	
COLLABORATION AND CONSULTATION		
M. Knowledge		
1. Understands the ways in which student development, well-being, and learning are enhanced by family-school-community collaboration.	CNS 519; #9 CNS 527; #5 CNS 529; #1	
2. Knows strategies to promote, develop, and enhance effective teamwork within the school and the larger community.	CNS 529; #6, 8	

3. Knows how to build effective working teams of school staff, parents, and community members to promote the academic, career, and personal/social development of students.	CNS 527; #5 CNS 529; #6, 8	
4. Understands systems theories, models, and processes of consultation in school system settings.	CNS 529; #8	
5. Knows strategies and methods for working with parents, guardians, families, and communities to empower them to act on behalf of their children.	CNS 527; #5 CNS 529; #8	
6. Understands the various peer programming interventions (e.g., peer meditation, peer mentoring, peer tutoring) and how to coordinate them.	CNS 529; #7	
7. Knows school and community collaboration models for crisis/disaster preparedness and response.	CNS 519; #4 CNS 529; #9	
N. Skills and Practice		
1. Works with parents, guardians, and families to act on behalf of their children to address problems that affect student success in school.		
2. Locates resources in the community that can be used in the school to improve student achievement and success.	CNS 529; #6	
3. Consults with teachers, staff, and community-based organizations to promote student academic, career, and personal/social development.		
4. Uses peer helping strategies in the school counseling program.		
5. Uses referral procedures with helping agents in the community (e.g., mental health centers, businesses, service groups) to secure assistance for students and their families.	CNS 551/552; #7	
LEADERSHIP		

O. Knowledge		
1. Knows the qualities, principles, skills, and styles of effective leadership.	CNS 519; #5 CNS 529; #4, 8 CNS 551/552; #6	
2. Knows strategies of leadership designed to enhance the learning environment of schools.	CNS 519; #5 CNS 529; #8, 9	
3. Knows how to design, implement, manage, and evaluate a comprehensive school counseling program.	CNS 519; #2 CNS #529; #7 CNS 551/552; #5	
4. Understands the important role of the school counselor as a system change agent.	CNS 519; #5 CNS 529; #8	
5. Understands the school counselor's role in student assistance programs, school leadership, curriculum, and advisory meetings.	CNS 529; #2, 4, 5, 6, 8	
P. Skills and Practices		
1. Participates in the design, implementation, management, and evaluation of a comprehensive developmental school counseling program.	CNS 529; #7, 8	
2. Plans and presents school-counseling-related educational programs for use with parents and teachers (e.g., parent education programs, materials used in classroom guidance and advisor/advisee programs for teachers).	CNS 519; #12	

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