

COVER PAGE

INSTITUTIONS:

In collaboration:

Indiana University East

Indiana University Kokomo

Indiana University Southeast

COLLEGES:

IUE: School of Humanities and Social Sciences

IUK: School of Humanities and Social Sciences

IUS: School of Social Sciences

DEPARTMENTS:

IUE: Department of Psychology

IUK: Department of Psychology

IUS: Psychology Program (no departments in School)

DEGREE PROGRAM TITLE:

Master of Arts in Mental Health Counseling

FORM OF RECOGNITION TO BE AWARDED/DEGREE CODE:

Master of Arts

SUGGESTED CIP CODE: 51.1508

LOCATION OF PROGRAM/CAMPUS CODE:

Indiana University East, Kokomo, and Southeast

PROJECTED DATE OF IMPLEMENTATION: Fall 2017

DATE PROPOSAL WAS APPROVED BY INSTITUTIONAL BOARD OF TRUSTEES:

Signature of authorizing institutional officer: \_\_\_\_\_

Date:

Date received by Commission for Higher Education:

Commission Action:

Date

## ABSTRACT

Master of Arts in Mental Health Counseling  
Indiana University East, Indiana University Kokomo, Indiana University Southeast

**Objectives:** The primary purpose of the proposed degree, the Master of Arts in Mental Health Counseling, is to provide graduates with the minimum credential of an M.A. in Mental Health Counseling required to become licensed mental health counselors in the State of Indiana. This program will prepare career-oriented adults and professionals for careers as counselors who treat mental and emotional disorders at community agencies, nonprofit mental health agencies, child and family counseling centers, substance abuse centers, employee assistance organizations, and schools.

**Clientele to be served:** The students in this program will have a baccalaureate degree in Psychology or a related field such as Education, Communication, or Humanities. They will pursue graduate education in Mental Health Counseling for career enhancement as well as intellectual development. Many students inquire about the possibility of such a graduate program at each of the three involved campuses, primarily because they desire F2F education in counseling but cannot relocate to attend a currently-active program outside of their region.

The demand for the M.A. in Mental Health Counseling is supported by the results of a needs assessment survey. Students and employers in each campus service area were surveyed as part of this assessment.

**Curriculum:** The curriculum for this degree will consist of a minimum of 60 credit hours of courses (48 hours of didactic, and 12 hours of clinical courses). The 12 hours of clinical courses will include both 100 supervised hours of clinical practicum, and 900 supervised hours of internship, as dictated by the State of Indiana for licensure. The program involves both classroom instruction and experiential learning consistent with CACREP educational guidelines for accredited counseling programs. In consultation with faculty advisors, students will select the courses best suited to their goals; however, most of the coursework is required of all students, as the program is designed to match licensure guidelines. Nearly all of the necessary courses are active in the IU system (exceptions are noted below), though some new course numbers may be needed for cross-listing.

**Hybrid Program Design:** The present proposal is unique in that we have designed this program as a multicampus, collaborative hybrid degree program. This means approximately half of the degree credits will be offered in an online format, and half will be offered in face-to-face (F2F) courses from each campus. Therefore, this degree should be accessible to students in regions of the state not currently served by graduate programs in mental health counseling, and able to be completed by working adults with limited flexibility for classroom attendance. From an institutional perspective, this plan will ensure efficient delivery of courses, as the online courses will be shared by all three campuses. Specifically, it will not be necessary for every campus to offer all 60 credits of the degree. Rather, each campus will only have to offer the F2F coursework and a portion of the online coursework. Importantly, the F2F hours include the clinical placement courses, ensuring that all enrolled students will receive the appropriate amount of supervision from faculty licensed to practice in the State of Indiana.

## **A. Program Description.**

### **A.1. Describe the proposed program and state its objectives.**

The State of Indiana Licensing Board has set guidelines for coursework to be completed by graduates of Master's programs in counseling-related fields. The curriculum can be designed such that topics are covered by more than one course, and most active programs cover these topics in 48 credit hours of didactic coursework. In addition, students are required to obtain a total of 1,000 hours of supervised training in counseling (comprised of a 100-hour practicum, 600-hour internship, and 300-hour advanced internship). These hours are completed for the remaining 12 hours of graduate course credit.

Topics which must be covered in license-eligible programs include:

- Human growth and development
- Social and cultural foundations of mental health counseling
- Helping relationships
- Group dynamics, processes, counseling, and consultation
- Career and lifestyle development
- Assessment and appraisal of individuals
- Research and program evaluation
- Professional orientation and ethics
- Foundations of mental health counseling
- Contextual dimensions of mental health counseling
- Knowledge and skills for the practice of mental health counseling

The program we are proposing meets these requirements, but in a manner different from existing programs in the State of Indiana. We are proposing a hybrid program, where coursework dedicated to content knowledge in mental health counseling will be offered in online courses, shared by the three participating campuses. Students enrolling in these courses will receive instruction on theory and foundational knowledge in mental health counseling, and will complete courses with other students from each participating campus. We are proposing to offer these select topics online in order to respond to the State's significant need for additional licensed mental health counselors, while also helping students in our regions of the state overcome the obstacle of a lack of available programs in their regions.

As described below in A.3.b. Sample Curriculum, 30 of the 60 credit hours of this program will be offered in an online format. The remaining 30 credit hours of this degree program are the "skills focused" areas, such as assessment, counseling techniques, and supervised community placement (e.g., practicum and internship). We are proposing to offer F2F instruction for these courses to ensure that all students are receiving high-quality, personalized instruction on human interaction and counseling techniques. We believe that in order for a mental health counseling program to be high-quality, it is essential to retain this in-person training. As each campus will be instructing students from their own regions, the on-campus cohorts will be smaller (about  $\frac{1}{3}$  the size of each full cohort). This would allow students to make better connections with their faculty, with one another, and with organizations in their regions for a high-quality experience.

In addition, students training to be mental health counselors will be able to find authentic and personal support from their faculty and fellow students as they progress through what can be a challenging graduate school experience.

### **A.1.a. Program Description.**

This program will prepare students to work as licensed mental health counselors in the State of Indiana. Learning outcomes of this program will be:

01. Human growth and development
  - a. Explain the developmental changes in physical, mental, emotional, and social functioning from birth to death
  - b. Demonstrate understanding of the appropriateness of various counseling interventions for clients at various developmental levels
  - c. Tailor interventions according to developmental needs
02. Social and cultural foundations of mental health counseling
  - a. Describe how social and cultural issues influence counseling
  - b. Work positively and productively with people from diverse backgrounds
  - c. Integrate awareness of one's own social and cultural biases into counseling practice
03. Helping relationships
  - a. Adjust one's interpersonal style as needed to support positive client change in counseling
  - b. Utilize effective counseling skills to facilitate client growth
  - c. Demonstrate counseling techniques appropriate for use with individuals, couples, and groups of various ages and with diverse problems
  - d. Evaluate client progress toward treatment goals
04. Group dynamics, processes, counseling, and consultation
  - a. Explain the theoretical bases of counseling approaches used for groups
  - b. Describe presenting issues that are and are not appropriate for intervention using group-based techniques
  - c. Intervene with groups, to create dynamics and patterns of communication that promote growth of group members
05. Career and lifestyle development
  - a. Describe how educational, career, and lifestyle choices of clients promote or impede mental health in individuals, families, and social groups.
  - b. Apply counseling techniques to career and lifestyle-related challenges of clients.
06. Assessment and appraisal of individuals
  - a. Explain the theoretical and empirical foundations of mental health appraisal in relation to counseling
  - b. Apply skills in assessing individuals, couples, and groups of diverse backgrounds and developmental levels
07. Research and program evaluation
  - a. Identify professional practice issues requiring research support and/or quantitative or qualitative evaluation
  - b. Apply research findings to professional practice
  - c. Read, critique, evaluate, and contribute to professional research literature

08. Professional orientation and ethics
  - a. Describe key features and issues within the counseling profession
  - b. Describe one's own strengths, weaknesses, and biases as a helping professional
  - c. Demonstrate knowledge of ethical principles and guidelines relevant to mental health counseling
  - d. Provide counseling services within the ethical guidelines of the counseling profession
09. Foundations of mental health counseling
  - a. Explain major counseling theories in the context of individual, couples, and group counseling with clients from diverse backgrounds and developmental levels
  - b. Identify one's own theoretical orientation as a guide for counseling practice
  - c. Apply this knowledge to the actual counseling process
10. Contextual dimensions of mental health counseling
  - a. Demonstrate understanding of major social and community factors impacting the mental health of clients and communities
  - b. Describe community factors impacting the mission and function of institutions providing mental health services
  - c. Appropriately consult with and outreach to community members as part of one's professional practice as a mental health counselor
11. Knowledge and skills for practice of mental health counseling
  - a. Demonstrate integrated knowledge of counseling through supervised mental health counseling practice
  - b. Demonstrate theoretically, empirically, and ethically sound practice in mental health service settings

Many of these outcomes will be covered in more than one required course in this program. A curriculum map is included as an enclosure.

#### **A.1.b. Instructional.**

As noted above, the program will require a total of 60 credit hours of graduate coursework. Of this, 30 credits will be offered in fully-online courses, and 30 credits (including community practica/internships) will be offered in F2F courses. All students will receive supervision of clinical hours from assigned faculty members on their campus of enrollment (IU East, IU Kokomo, or IU Southeast).

Online courses will be shared by the three involved campuses, such that each campus teaches the same numbers of online courses each year (including summer terms). Campuses will collaborate to determine which specific courses will be offered online by which campus each semester. Campuses will share revenue from online courses such that the campus delivering a course will receive 70% of the revenue generated by that course, and the other campuses whose students are enrolled in that course will receive 30% of the revenue (that is, we will follow the revenue sharing model of the Indiana University Online Campus Connect).

Courses will be graded using the standard Indiana University system (that is, a 4 point GPA scale, and course grades that range from A to F and include + and - designations).

### **A.1.c. Performance-based standards.**

Students must maintain a minimum grade point average of 3.0 (B) with no more than two grades of C throughout their coursework in order to remain in good standing in the program. A third C may result in probation or dismissal from the program. Students whose GPA fall below the required 3.0, or who earn more than two grades of C in coursework, will have one semester probationary period to improve their performance. If the student does not improve to the required level, the student will be dismissed from the program.

Students must also demonstrate professional and ethical behavior consistent with the counseling profession when in practicum and internship. Any student who fails to maintain the appropriate level of professionalism can be immediately dismissed from the program, even if in good standing GPA-wise. A detailed assessment plan for student progress from classroom-only, to clinical placement, will be developed prior to admission of the first cohort. Students must obtain the appropriate malpractice insurance prior to beginning their first practicum. The policy must be active throughout their time in the program, up to graduation. This insurance can be obtained at:

<http://www.trustinsurance.com/products-services/student-liability>

A process will be put in place for students to seek due process prior to dismissal from the program, consistent with the IU Student Handbook's Grievance Policy. A process for re-application to the program will also be put in place for students dismissed from the program for only academic reasons (that is, low GPA). However, students dismissed from the program due to professional or ethical failure will not be permitted to follow the re-application process.

### **A.2. Describe admission requirements, anticipated student clientele, and student financial support.**

#### **A.2.a. Admission Requirements.**

Students will hold a baccalaureate degree in Psychology or a related field. Students must document their degree by submitting transcripts from all institutions attended. All students in the program will matriculate as regularly admitted students on their home campus (Indiana University East, Kokomo, or Southeast) and meet the admissions standards applied by each campus' Office of Admissions.

To be admitted to the program, the following are required:

- A bachelor's or master's degree from an accredited college or university, with a suggested minimum grade point average of 3.0 (on a 4.0 scale) in the student's undergraduate major, documented by an official transcript. Applicants with an undergraduate GPA below 3.0 may still be considered if other admission criteria warrant their consideration. Applicants should have a degree in Psychology or a related field such as Education, Communication, or Humanities. Admission also is considered for those who otherwise demonstrate the competency necessary to succeed in graduate work in Mental Health Counseling.

- Official transcripts from all previous undergraduate institutions.
- A personal statement clearly explaining the candidate's relevant educational background and the reasons the candidate wishes to pursue the degree. The statement will be evaluated by the multicampus admissions committee for anticipated success in the program as well as preparation and fit.
- Three letters of recommendation, as well as completed recommendation forms, from professionals familiar with the applicant's educational, professional, and/or personal preparation for graduate work in Mental Health Counseling. It is recommended that at least two of the letters be from professors who have a good knowledge of the candidate's academic performance and potential.
- The Graduate Record Exam (GRE) is required for admission to the program. Candidates may submit recent (that is, no more than 3 years old) results of the GRE's general exam and/or subject exam. Acceptance will not be based entirely on the score.
- All prospective students are advised to consult with a resident faculty member on their campus who teaches in the program, prior to submitting an application. Such faculty members can assist the multicampus Mental Health Counseling Admissions Committee in the event of disagreement among the committee members regarding a candidate.

**A.2.b. Specify any prerequisite coursework and/or degrees.**

At minimum, students should have prior coursework in Psychology sufficient for success in a Counseling graduate study program. In most cases, 15 credit hours of Psychology would be required for consideration, typically including an introductory course, developmental psychology, and abnormal psychology among other courses. Such coursework can be at the undergraduate or graduate level.

**A.2.c. State whether the program is designed to meet the needs of specific student clientele, e.g., currently employed professionals, etc.**

The program is designed to meet the needs of students who want to complete graduate work and become a licensed mental health counselor in Indiana, but are limited by location. It would be beneficial to individuals already working in social services, especially given its design as a hybrid program (which provides both geographic and time flexibility).

**A.2.d. If enrollment is limited, describe the restrictions, reasons for them, and criteria for selecting among applicants.**

Program enrollment will be limited and developed on biannual admission of students. Enrollment numbers are based upon available resources. Each campus will target cohorts of 15-20 students, for a total enrollment of 45-60 students every other year. In the initial years of the program, each cohort of students will progress through all 6 semesters of the program (two full years) before a next cohort begins. It appears likely, though, that demand for the program may exceed our initial capacity, so we are already strategizing increasing capacity over time (for example, by admitting a new class of students each year).

**A.2.e. Anticipated levels of student financial support to be provided from (a) institutional and (b) other sources.**

Students will be eligible for financial aid through each campus' Office of Financial Aid. When the program is established and enrollment is strong, graduate assistantships and internships will be sought from each campus. Depending on how many students enter the program on each campus, some campuses may be able to offer such assistantships earlier than others.

It is also anticipated that at least some students will be employed at human service organizations upon entry into the program, and thus may qualify for tuition reimbursement from their employers. We have communicated with a number of mental health service organizations who have struggled to hire and retain adequate numbers of licensed mental health counselors. These organizations are eager to see a new program begin in their region that would be accessible to their employees.

### **A.3. Describe the proposed curriculum.**

#### **A.3.a. Program length.**

The Master of Arts of Mental Health Counseling is a 60 credit hour degree. This is in compliance with state licensure standards. Credits will be spread over 6 subsequent semesters (Fall, Spring, and Summer for 2 years) for timely completion.

#### **A.3.b. Sample Curriculum.**

##### **Major topics or curriculum of the degree.**

A. Students must complete 60 credit hours of graduate coursework, including 48 hours of didactic and 12 hours of clinical placement (comprised of 100 supervised hours of clinical practicum, 600 supervised hours of internship, and 300 supervised hours of advanced internship). Coursework aligns with licensure requirements for Mental Health Counseling set by the Licensing Board of the State of Indiana.

B. Students seeking to transfer in graduate coursework must have completed those credits at a CACREP-accredited program, so that the quality of those courses is assured. Students can transfer in no more than 9 hours of content (not skills/techniques or practicum/internship) coursework. Courses that must be taken from this program (that is, are not eligible for transferring in) are identified in Appendix A as non-substitutable (NS).

C. Students must maintain a minimum grade point average of 3.0 (B) with no more than two grades of C throughout their coursework. A third C may result in probation or dismissal from the program.

D. Degree Requirements:

Students must complete the courses listed in the program curriculum, included in Appendix A. All courses are required.

E. Elective Courses:

None. Students will have opportunities to explore various other important topics in mental health counseling through educational workshops to be held on each campus.

#### F. Course Descriptions:

Included in Appendix A.

#### **A.3.c. Existing courses.**

Nearly all courses are existing Indiana University courses, though some courses will be put through a remonstrance process for cross-listing as psychology courses.

#### **A.3.d. Courses that must be introduced at sponsoring institution/campus.**

The majority of the courses for the M.A. in Mental Health Counseling are already active offerings through the remonstrance process. Some courses will be cross-listed as Education and Psychology courses, and some will need new course numbers to be assigned before implementation (identified in Appendix A).

#### **A.3.e. Courses that will be delivered by another institution.**

The three campuses involved in this multicampus effort agree to share responsibility for teaching certain fully-online courses. All courses outlined in the proposed M.A. in Mental Health Counseling Degree Program at IU East, IU Kokomo, and IU Southeast will be offered on a rotating basis either online, or on each campus (to each institution's own enrolled students within the total cohort).

#### **A.4. Describe form of recognition.**

##### **A.4.a. Type of Degree.**

This program prepares graduates for a range of opportunities in counseling at advanced levels and includes preparation in counseling foundations and techniques for various populations and issues, program evaluation, and consultation. Graduates will be eligible to seek licensure in the State of Indiana as a Licensed Mental Health Counselor. In addition, graduates will be prepared to teach courses at the undergraduate level in general psychology, developmental psychology, abnormal psychology, and basic helping skills.

##### **A.4.b. CIP code.**

51.1508 Mental Health Counseling/Counselor

**Definition:** A program that prepares individuals to provide evaluations, referrals, and short-term counseling services to help people prevent or remediate personal problems, conflicts, and emotional crises. Includes instruction in human development, psychopathology, individual and group counseling, personality theory, career assessment, patient screening and referral,

observation and testing techniques, interviewing skills, professional standards and ethics, and applicable laws and regulations.

**A.4.c. Diplomas will read:**

Master of Arts in Mental Health Counseling, Indiana University

**A.5. List program faculty and administrators.**

**A.5.a. List name, rank, and specialization, nature of the appointment and highest academic degree earned by those who would be directly involved in the program, including campus administrators.**

Indiana University East Administrators

Catherine Cruz-Urbe, Ph.D., Chancellor Indiana University East  
Laurence Richards, Ph.D., Executive Vice Chancellor for Academic Affairs  
Mary Blakefield, Ph.D., Associate Vice Chancellor for Academic Affairs  
James Barbre, Ph.D., Interim Associate Vice Chancellor for Academic Affairs  
Ross Alexander, Ph.D., Dean, Humanities and Social Sciences  
Duane Lundy, Ph.D. Chair of the Psychology Department

Indiana University East Program Faculty

Doctorally Qualified Faculty in Psychology and Teaching Specialties  
Beth Trammell, Ph.D., School Psychology, Psychopathology and Counseling  
Gregory Dam, Ph.D., Learning  
Amanda Kraha, Ph.D., Statistics  
Eevett Loshek, Ph.D., Research Methods

Indiana University Kokomo Administrators

Susan Sciame-Giesecke, Ph.D., Chancellor Indiana University Kokomo  
Mark Canada, Ph.D., Vice Chancellor for Academic Affairs  
Scott Jones, Ph.D., Interim Associate Vice Chancellor for Academic Affairs and Dean of the School of Humanities and Social Sciences  
Julie Saam, Ph.D., Interim Assistant Vice Chancellor for Academic Affairs  
Christina Downey, Ph.D., Associate Professor and Chair, Department of Psychology

Indiana University Kokomo Program Faculty

Doctorally Qualified Faculty in Psychology and Teaching Specialties  
Jeffery Batis, Ph.D., Biological Psychology, Research Methods  
Kevin Clark, Ph.D., Developmental Psychology, Learning, Statistics  
Vanessa Costello-Harris, Ph.D., Developmental Psychology  
Rosalyn Davis, Ph.D., Abnormal Psychology, Counseling, Statistics  
Christina Downey, Ph.D., Abnormal Psychology, Research Methods  
Kathryn Holcomb, Ph.D., Personality and Social Psychology, Research Methods  
Gin Morgan, Ph.D., Comparative Psychology, Developmental Psychology

Indiana University Southeast Administrators

Ray Wallace, Ph.D., Chancellor Indiana University Southeast  
Uric Dufrene, Ph.D., Executive Vice Chancellor for Academic Affairs  
Joe Wert, Ph.D., Dean of the School of Social Sciences  
Doyin Coker-Kolo, Ph.D., Dean of the School of Education  
Diane Wille, Ph.D., Professor and Coordinator, Psychology

#### Indiana University Southeast Program Faculty

##### Doctorally Qualified Faculty in Psychology and Teaching Specialties

Mary C. Bradley, Ph.D., School Psychology and Counseling (Cross-Listed with Education)

Bernie Carducci, Ph.D., Social and Personality Psychology

Donna Dahlgren, Ph.D., Learning, Cognitive Psychology, Research Methods

Debbie Finkel, Ph.D., Developmental Psychology, Research Methods, Statistics

Meghan Kahn, Ph.D., Neuroscience, Research Methods

Todd Manson, Ph.D., Industrial Organizational Psychology, Research Methods

Robin K. Morgan, Ph.D., Adult Psychopathology, Child and Adolescent Psychopathology, Testing and Measurements

Shifa Podikunju-Hussain, Ph.D., School Psychology & Counseling (Cross-Listed with Education)

Diane Wille, Ph.D., Developmental Psychology, Research Methods

Lucinda Woodward, Ph.D., Abnormal Psychology,

#### **A.5.b. New faculty positions.**

Each of the three involved campus has unique needs for support of this program.

IU East: The Psychology faculty will need to increase by 3.3 FTE as the program reaches maturity. Candidates' research and clinical background will be examined for appropriateness to teach in the program. The maintenance of all current tenure lines and lecturer lines is required. Also required is implementing an already developed plan to increase scheduling efficiencies within the undergraduate degree program course offerings that will continue to support the B.A. in Psychology.

IU Kokomo: The Psychology faculty will need to increase by 2.0 FTE. Candidates will be sought with background in clinical or counseling psychology, licensed or license-eligible in the State of Indiana, and ideally who have supervised past clinical interns. The maintenance of all current tenure and lecturer lines will be required. The new hires may also teach in our undergraduate programs as needed. Additional faculty hires will be sought as demand for the program increases.

IU Southeast: The Psychology faculty will need to increase by 2.5 FTE. Candidates will be sought with background in clinical or counseling psychology, licensed or license-eligible in the State of Indiana, and ideally who have supervised past clinical interns. The maintenance of all current tenure and lecturer lines will be required. The new hires may also teach in our undergraduate programs as needed. Additional faculty hires will be sought as demand for the program increases.

## **A.6. Describe needed learning resources.**

### **A.6.a. Describe scope and quality of library holdings, audio-visual materials, etc., that are available and would directly support the program.**

Library resources are adequate. The libraries on all three campuses contain the journals, references, and databases required by the program. Interlibrary loan is available for the few references that are not immediately available.

### **A.6.b. Describe in detail need for additional learning resources that, if unmet, will prohibit the offering of a high quality program.**

As a significant portion of the credits in this program will be delivered online, resources will be needed to ensure that students have the best possible technology available to support their learning. Online courses will be taught through Canvas, the existing IU learning management system. Therefore, \$2000 will be allocated on each campus for general supplies and expenses; \$1500 for technology support; \$1000 for recruiting; and \$3000 for graduate student travel. As enrollment increases, funding will increase accordingly.

## **A.7. Describe other program strengths.**

### **A.7.a. Describe special features which inform the character or personality of the proposed program and make it unique.**

One strength is the program's emphasis on geographic accessibility to students in multiple regions of the state, simultaneously. Students in each region will have an option close to home with unique small class size education and the opportunity to work closely with faculty. An Indiana University M.A. in Mental Health Counseling Degree will also provide an affordable public university option to pursue a graduate degree, an option that would not have otherwise been possible for these regions. With an M.A. in Mental Health Counseling at Indiana University East, Kokomo, and Southeast, regional citizenry will have the option of a strong public university master's program in Mental Health Counseling where they reside. The choice of a small public university for graduate study will offer students more personal attention, face-to-face interaction and mentoring from faculty, and academic advising in a one-on-one setting. In addition, the hybrid nature of the program will make the program better able to serve working adults and students with family responsibilities, as online coursework can be completed at times convenient to students. Finally, the online courses will involve students from all involved regions, facilitating networking of mental health professionals across the state as students matriculate and enter the workforce.

The Faculty on each involved campus provide a visible aspect of uniqueness to a Master's candidate: an opportunity to work closely with professionals in the field who are active in their scholarly or creative pursuits, experienced practitioners, and mentors determined to help students gain key skills and forge strong professional relationships in counseling within their communities.

Finally, the mission of this program is ultimately to increase the number of prepared mental health professionals within underserved communities in our state. Most graduates of the regional campuses of Indiana University begin their careers in the region surrounding each campus - that is, they live, work, and are community members in these regions. The great need for mental health professionals in the more rural areas of Indiana is what ultimately drives the need for this program.

**A.7.b. Anticipated collaborative arrangements with other parties, interinstitutional arrangements for course sharing, cooperative programs, clinical affiliations, etc.**

As noted throughout this proposal, the program itself is conceptualized as fully collaborative and shared among the Schools housing Psychology on each of the 3 listed campuses. We also anticipate that opportunities will arise to cross-list courses in other Schools, such as in Schools of Education, when appropriate.

Many organizations outside of IU will be involved in providing clinical placements for students beginning with practicum. Some of the organizations expressing interest in such placements are listed below.

- Project Access Howard County, Inc., Kokomo, IN
- Community Howard Regional Health, Kokomo, IN
- Opportunities for Positive Growth, Kokomo, IN
- Guardian Angel Hospice, Kokomo, IN
- Four County Counseling Center, Kokomo, IN
- Friends Fellowship Community, Richmond, IN
- Acadia Healthcare, Richmond, IN
- Centerstone of Indiana, Richmond, IN
- Ireland Home Based Services, Southern Indiana
- Southern Hills Counseling Center, Inc., Jasper, IN
- Wellspring, Louisville, KY
- Personal Counseling Service, Inc., Clarksville, IN
- Private providers of mental health care services
  - Mary K. Cates-Cullison MSW, LCSW, LCAC
  - Amanda Patton, B.G.S., CADACII

**B. Program Rationale.**

**B.1. Institutional Factors.**

**B.1.a. Explain how the proposed program is compatible with the institution's mission.**

Each institution is discussed in turn below.

Indiana University East: The degree program is compatible with the Mission, Vision and Initiatives of Indiana University East, as endorsed by the Faculty Senate. Two Faculty Senate

Resolutions, passed 05/04 and 11/09, endorse graduate education as an appropriate component of the mission of Indiana University East. Indiana University East has the mission of offering bachelor's degrees and selected master's degrees. The mission statement of Indiana University East is as follows: "Indiana University East, a regional campus of Indiana University, offers residents of eastern Indiana, western Ohio and beyond a broad range of bachelor's degrees and selected master's degrees and certificates through its traditional main campus in Richmond, off-campus sites, and online program options."

Providing opportunities for advancing graduate level work in Mental Health Counseling is crucial to the Indiana University East mission. A Counseling graduate program in the region offers a practical means for ongoing professional development for area secondary teachers in Psychology and an impetus for increasing aspirations for educators possibly changing to a counseling career. An M.A. in Counseling at Indiana University East would mean students would no longer be required to travel great distances in order to acquire a graduate degree. Without an Indiana University East M.A. in Counseling, students are deprived of a regionally accessible educational community that is engaged in research and practical learning and that has resources to support educational excellence.

Indiana University Kokomo: The Mission of Indiana University Kokomo reads:

The mission of Indiana University Kokomo, a regional campus of Indiana University, is to enhance the educational and professional attainment of the residents of North Central Indiana by providing a wide range of bachelor's degrees, and a limited number of master's and associate degrees. Indiana University Kokomo is further dedicated to enhancing research, creative work, and other scholarly activity and to strengthening the economic and cultural vitality of the region through a variety of partnerships and programs.

A Master of Arts in Mental Health Counseling degree accords with this mission in enhancing educational attainment of North Central Indiana residents; enhancing professional attainment of those we serve; and strengthening the region through economic development and community partnership.

Many North Central Indiana residents who have come through the psychology and related programs at IU Kokomo have noted that a Master's level education in counseling, and/or licensure in counseling, would be beneficial to their professional advancement. Mental health service organizations in our region have also expressed a desire to see IU Kokomo develop and initiative this program (see Appendix B: Employer Survey). Master's level education will also allow program graduates to teach at the undergraduate level in psychology, which benefits both our institution and the employment opportunities of those graduates.

Finally, our region is like many in the state that is seeking increase availability of mental health services to residents. Helping to support the well-being of the community through this program is very much in keeping with the institutional mission.

Indiana University Southeast: The Mission of IU Southeast reads:

Indiana University Southeast is the regional campus of Indiana University that serves Southern Indiana and the Greater Louisville metropolitan area. As a public comprehensive university, its mission is to provide high-quality educational programs and services that promote student learning and prepare students for productive citizenship in a diverse society, and to contribute to the intellectual, cultural, and economic development of the region. Its academic programs include a comprehensive array of baccalaureate degrees and a selected set of master's programs.

The campus is committed to offering educational programs and services which promote and support diversity in all its aspects. The faculty engage in research and creative activities which strengthen teaching and learning through inquiry into both the content and the pedagogy of the disciplines and create opportunities for students to engage in applied learning. Finally, members of the campus community are committed to using their professional and personal expertise to address the intellectual, cultural, and economic development needs of the campus's service region.

**B.1.b. Describe the planning process which resulted in the development and submission of the proposal for a new program.**

The Chancellors, the Vice Chancellors and Executive Vice Chancellors of Academic Affairs, the Deans of the relevant Schools, the Chairs/Coordinators of Psychology, relevant faculty in the Departments of Psychology on each campus, and the Faculty Senates of Indiana University East, Indiana University Kokomo, and Indiana University Southeast agree that a Master of Arts in Mental Health Counseling is appropriate to the missions of each campus and the needs of each region. Program development for this collaborative program began in May 2015, after a review of the Psychology program at IU Kokomo prompted faculty on that campus to outreach to the other involved campuses for partnership. Writing of the proposal began in September 2015. Projected date of initiation of the program is August 2017.

**B.1.c. Describe any significant impact the proposed program might have on other instructional, research, or service programs of the institution or campus.**

The goal for the collaborative M.A. in Mental Health Counseling program is to improve the quality of the mental health field in each region as well as open up opportunities for graduates in a range of career opportunities. An M.A. in Mental Health Counseling program is a statement to the regions that Indiana University is addressing educational needs of its citizens in all areas of the state, and is committed to the care of the citizens in the regions surrounding IU East, IU Kokomo, and IU Southeast.

The M.A. in Mental Health Counseling will support and enhance undergraduate programs on each campus. Psychology faculty will teach undergraduate courses, in addition to graduate courses. Full time faculty will continue to teach the majority of courses in the undergraduate degree program. The program provides an empowering opportunity for undergraduates who need to move into graduate degree programs early in their teaching and professional careers.

**B.1.d Describe how the proposed program would more fully utilize existing resources.**

The proposed degree program will increase enrollment at all three institutions. This increase would generate additional student use of existing technology and library holdings. Enrollments would generate additional income to offset such use. The proposed degree program will enhance the teaching and research productivity of the Psychology faculty. The Mental Health Counseling graduate program will serve as a faculty recruitment and retention tool; engagement in teaching and learning of master's degree students is typically viewed as a desired component in academic careers of faculty. It is anticipated that the opportunity to teach master's students will increase the ability to attract Ph.D.-prepared faculty. Having an M.A. in Mental Health Counseling qualifies graduates to be candidates for part-time and full-time faculty positions, expanding the pool of available instructors and thereby increasing enrollment capacity at the undergraduate level.

## **B.2. Student Demand.**

### **B.2.a. Describe how enrollment projections for the program have been derived.**

Enrollment projections have been derived from a number of different factors.

- A. After many discussions, each campus discussed an ideal number that would make the program financially feasible as well as manageable within the current and desired resources in terms of faculty. This enrollment number was then vetted through campus fiscal officers who addressed projected enrollment hours based on the number of admitted students.
- B. Each campus participated in an interest survey with our current and former students to address community demand for such a program, training placements, and future employment opportunities for the graduated student.
- C. Shared class sizes for the online courses was also considered but did not dramatically impact each campus cohort size. The current size for each campus should also help minimize the impact of attrition as the students move through the program.

### **B.2.b. Enrollment and Completion Data.**

Tables containing student reports of interest in this program, and projected enrollment and completion data, are included as Appendix B.

## **B.3. Transferability.**

Students will be able to transfer credits according to Indiana University policies. Up to 9 credits of courses completed at other accredited universities may be applied toward degree requirements, with approval from program administrators and faculty. The expectation is that the majority of coursework will be completed at each student's campus of enrollment. A course taken at another institution may be transferable if it meets the requirements of this M.A. in Mental Health Counseling program. Likewise, a course taken in this program would be transferable to another institution within the parameters of the student's degree program at that institution.

## **B.4. Access to Graduate and Professional Programs.**

The M.A. in Mental Health Counseling will provide a basic credential for applicants to graduate and professional programs requiring an M.A. Students seeking further graduate education will be carefully advised about requirements, admission standards, and necessary preparation for the programs, e.g., knowledge of foreign languages. In some cases, achieving a Master's degree can make applicants for competitive doctoral programs more competitive (i.e., in counseling or clinical psychology programs leading to the Ph.D.), and assist students who wish to pursue doctoral study in areas such as organizational leadership or law.

### **B.5. Demand and Employment Factors.**

See Appendix C: Needs Assessment Study and Analysis.

### **B.6. Regional, state, and national factors.**

#### **B.6.a. List comparable programs in the region or state and explain why these existing programs cannot meet the need of prospective students and/or employers in the geographic area which the program would serve.**

The regional campuses of Indiana University noted in this proposal are the only public comprehensive universities in their respective service regions. Currently, there are no graduate level options that include any face-to-face instructional component available to students seeking advanced degrees in Mental Health Counseling at a public institution in our geographic area. Most students on these campuses live within commuting distance of the university and depend upon the comparatively low cost and convenient location of each regional campus.

IUPUI, IU Columbus, IU South Bend, and Ball State University offer the closest existing public university in-state programs to these campuses, but require minimally an hour commute, one way from each region. The nearest out-of-state programs include Miami University, The University of Dayton, the University of Louisville, Wright State University, and several private universities in the Louisville area. These institutions offer programs that would be significantly more expensive and require extensive travel time. There has been a consistent request from students, alumni, and area Psychology graduates for a master's degree in Mental Health Counseling to be offered at these regional campuses.

Other students turn to low residency programs (for example, fully-online programs). However, through our needs assessment and interaction with potential students, we find that low residency programs are not a viable alternative for all. One particular challenge for students with such programs is that they do not meet Indiana licensure requirements for Mental Health Counseling, thus significantly reducing their employment prospects (as noted in our Needs Assessment Study and Analysis, Appendix C).

#### **B.6.b Describe the regional accrediting, professional association, and licensing requirements that have helped shape the program's curriculum.**

The proposed program will meet the requirements of Indiana University, which is accredited by the Higher Learning Commission. The curriculum follows the guidelines prepared by the Council for Accreditation of Counseling and Related Educational Programs.

## **C. Program Implementation and Evaluation**

### **C.1. Program Implementation**

Specific recruitment strategies for students include, but are not limited to:

- A. Announcements and visits will be made to area high school, college, and university administrators and teachers.
- B. The local community will be informed of the new degree through announcements in the local and regional print and electronic media.
- C. At each university, the appropriate school will promote the program at recruitment visits to local colleges. Efforts will be made to target area high school faculty and Ivy Tech faculty.
- D. The M.A. in Mental Health Counseling will be included in Indiana University East's, Kokomo's, and Southeast's website under Academic Programs and listed on the appropriate school homepage. The program will also be listed on Graduate Program pages on each website.
- E. Direct mailings will be sent to Indiana University East, Kokomo, and Southeast graduates.
- F. Beginning Psychology students will be made aware of the M.A. in Mental Health Counseling opportunity and carefully advised on courses to take so that they might be competitive for admission.

### **C.2. Evaluation**

#### **C.2.a. Progress towards degree completion**

To graduate from the program, progress toward degree completion will be monitored in a number of ways:

- A. Students must maintain a minimum grade point average of 3.0 (B) with no more than two grades of C throughout their coursework. A third C may result in probation or dismissal from the program.
- B. Student papers and exams will be evaluated for the performance-based knowledge and skills outlined above as Program Learning Outcomes, in the courses noted in the Program Curriculum Map in Appendix A and at key points in the program.
  - 1. Examinations (ethics and comprehensive exams)
    - a. Ethics examination must be completed by the end of the first semester of the program and is meant to assess their understanding of ethical practice, the ethics

codes for licensed mental health counselors, and guidelines set by the State of Indiana for mental health professionals. Passing this exam with a score of at least 80% is required for students to participate in their initial practicum experience. It is expected that students will achieve a passing score on their first attempt, but there will be two attempts allowed to pass the exam (second administration may be alternative form of first administration) prior to beginning practicum. If they are unable to pass the second time the program faculty will discuss the possibility of remediation versus dismissal from the program.

b. Comprehensive exams will be administered during the final semester of study for students. They must demonstrate a thorough understanding of the curriculum including but not limited to theories of counseling, ethics, treatment planning, specialty practice (children/drug and alcohol), and current issues within the field. This will be administered as a multiple choice exam for the cohort. A score of 80% on each domain is required to fully pass the exam. If students score between 60-80% on two or fewer domains of the exam, but have passed all other domains, they will be given a chance to remediate the unpassed sections through research papers. Scores below 60% on more than two domains means a student must retake the exam in order to complete requirements for graduation.

## 2. Skills assessment

a. Students will be allowed to sit for their skills assessment as early as after completion of their second practicum experience, and must complete it prior to graduation. The skills assessment will involve students creating a portfolio for the campus committee to review. It will contain at least two detailed case histories of clients that were seen for more than four sessions, one transcript of a session that has either been videotaped or audio recorded, the recorded session for review, and a report that shares the student's theoretical orientation, session management strategies, evaluation methods for a mock client that will be provided to them, a selection of case notes, and at least one paper from their courses to be reviewed.

C. Annual review of progress through meeting of campus faculty to assess coursework, practicum placement evaluations, involvement in (campus, regional and national) trainings or events that are beneficial to their professional development, feedback from their supervisors and other factors as they are relevant to the student. Feedback from these meetings will be shared with students so that they are able to make improvement as necessary and to allow them opportunity to expand their knowledge and skills to become a competent well trained practitioner. Rubrics for these checkpoints will be established by a committee with representation from all campuses.

### **C.2.b. Procedures for program evaluation**

1. Overview: The Master of Arts in Mental Health Counseling program will go through a self-study process every 5 years to examine its quality and outcomes for student learning and postgraduate success.

2. Procedures: The self-study process will include consultation with multiple parties on an off campus, including the Administration, program faculty, students, and community partners involved. An external reviewer will also be employed to review and report on the program for continuous improvement. Copies of the final self-study and external reviewer report will be provided to the Administration on each campus, and made available to the public via the program website.

3. Assessment Outcomes: Results of student assessments of learning (such as the ethics and comprehensive exams) will be examined, as will satisfaction with the program on the part of Administration, faculty, students, and community partners. In addition, data will be gathered on rates of graduate passage of the State licensure examination, and job placement.

#### **D. Evaluation Benchmarks for Student Success**

1. Seventy-five (75) percent of students will successfully achieve the following milestones during the first administration:

- a. Ethics Exam
- b. Comprehensive Exam
- c. Skills Assessment

2. Students will be successfully placed and complete the required one thousand (1000) experiential hours.

## Appendix A: Curriculum and Course Descriptions for Master of Arts in Mental Health Counseling

NS = not able to substitute

XX indicates a course that will need a new course number

Practicum and internship courses include appropriate hours of supervision

### Year 1

Fall - 12 credit hours

- PSY-P G 563 Foundations of Mental Health Counseling (3 cr.) or EDUC-G 563 Mental Health Counseling (3 cr., F2F)
  - PSY-G 563 Foundations of Mental Health Counseling (3 cr.) This course explores the foundations and contextual dimensions of mental health counseling. Course material will include theoretical underpinnings of mental health counseling, the counselor's role in diagnosis and intervention selection, and the contemporary trends in mental health counseling.
  - EDUC-G 563 Foundations of Mental Health Counseling (3 cr.) Foundations and contextual dimensions of mental health counseling. Program development, implementation and evaluation. Principles, practices, and applications of community needs assessment. Ethics. Examination of professional issues. Administration, finance, and management of mental health counseling services.
- PSY-P 540 Principles of Psychological Assessment & Prediction (3 cr.) or PSY-I 664 Psychological Assessment in Rehabilitation I (Interviewing, Cognitive and Neuropsychological Assessment) (3 cr., F2F) --NS
  - PSY P 540 Principles of Psychological Assessment and Prediction (3 cr.) P: P553-P554 or equivalent. Concepts of validity and reliability. Diagnostic devices viewed as bases for decisions. Classification. Comparison of methods of making predictions about individuals.
  - PSY-I 664 Psychological Assessment in Rehabilitation I (3 cr.) P: consent of instructor. Presentation of general principles of psychological assessment, professional practice, interviewing, intelligence/cognitive assessment, and psychological report writing. Supervised practice in the development of direct service skills in interviewing, behavioral observation, and psychometric assessment of cognitive abilities. Emphasis on functional implications of test results for rehabilitation populations.
- PSY-P 511 Seminar in Professional Skills, Legal Issues, and Ethics (3 cr.) – NS
  - PSY-P 511 Seminar in Professional Skills, Legal Issues, and Ethics (3 cr.) This course provides a critical analysis of professional issues and the ethical and legal standards in the practice of psychology. Traditional and emerging practice areas will be discussed. Topics such as professional code of ethics, legal restrictions, licensure, prescription drug privileges, managed care, and treatment efficacy research will be explored. Ethical standards and decision-making will be studied in the context of professional practice.

- PSY-I 501 Multicultural Counseling (3 cr.) or EDUC-G 575 Multicultural Counseling (3 cr., Online)
  - PSY-I 501 Multicultural Counseling (3 cr.) P: graduate standing. This course explores the role of increasing diversity in the U.S. population and how it will affect the delivery of mental health services. The focus of the course is on different ethnic and minority groups, their customs and values, and the impact that these cultural factors have on the utilization of psychological services.
  - EDUC-G 575 Multicultural Counseling (3 cr.) This course is designed to provide both a cognitive and guided training opportunity. It examines the influence of cultural and ethnic differences of counselor and client in counseling. Attention is given to theory, research, and practice. General cross-cultural dynamics as well as specific target populations are studied.

Spring - 11 credit hours

- PSY-P 624 Principles of Psychopathology (3 cr., Online)
  - P 624 Principles of Psychopathology (3 cr.) P: graduate standing and consent of instructor. Description of the phenomena of psychopathology and the principles associated with their classification.
- EDUC-G 504 Counseling Theory and Techniques (3 cr., online)
  - EDUC-G 504 Counseling Theory and Techniques II (3 cr.) Analysis of major behavioral and family counseling theories emphasizing didactic and experimental activities designed to model application of process, procedures, and techniques of behavior and family approaches to professional practice.
- PSY-I 669 Psychological Assessment in Rehabilitation II (Personality Assessment) (3 cr., F2F) -- NS
  - PSY-I 669 Psychological Assessment in Rehabilitation II (3 cr.) P: I 664 and consent of instructor. Presentation of psychometric foundations and the basic prediction model in personality/interest assessment. Coverage of the history of personality, assessment, personality development, and supervised clinical practice in personality/interest assessment in rehabilitation. Emphasis on prediction of everyday functioning.
- PSY-P 690 Practicum in Clinical Psychology (2 cr.) or EDUC-G 524 Practicum in Counseling (2 cr., 100 service hours) -- NS
  - PSY-P 690 Practicum in Clinical Psychology (2 cr.) P: consent of instructor.
  - EDUC-G 524 Practicum in Counseling (2 cr.) P: G502, G522, and G523. Closely supervised counseling practice with clients in the department's counseling laboratories or in approved field sites in schools or agencies. Intensive supervision. Special application required.

Summer - 9 credit hours

- PSY-P 736 Child Psychopathology (3 cr., Online)

- PSY-P 736 Child Psychopathology (3 cr.) Seminar on serious behavior disturbances of children. Comparisons with development of normal child interacting with family.
- PSY-G 550 Internship in Counseling (3 cr.) or EDUC-G 550 Internship in Mental Health Counseling (3 cr., 240 service hours) -- NS
  - PSY-G 550 Internship in Counseling (3 cr.) This course expands the experiential training students received in practicum. The course provides a continuing opportunity to apply theory to practice in mental health counseling under direct clinical supervision. Students will engage in a variety of professional activities performed by regularly employed counseling professionals in the setting. Note: Lab fees apply.
  - EDUC-G 550 Internship in Counseling (3 cr.) Requires acceptance into the clinical cohort. Counseling experience in actual agency or school situation. Under direction and supervision of the counselor, students practice counseling, interviewing, in-service training, orientation procedures, and data collection. May be repeated, not to exceed a total of 12 credit hours.
- PSY-P 535 Introductions to Addictions Counseling (3 cr.) or EDUC-G 510 Intro to Alcohol and Drug Counseling (3 cr., Online)
  - PSY-P 535 Introduction to Addictions Counseling (3 cr.) Treatments for drug and alcohol addiction, assessment of drug and alcohol conditions and related disorders, and tracking patients to monitor treatment effectiveness.
  - EDUC-G 510 Introduction to Alcohol & Drug Counseling (3 cr.) This course is an introduction to social and behavioral theories concerning the causation and maintenance of alcohol and drug addiction. The study and application of research-based theories will be emphasized. The history of alcohol and drug counseling and recent developments and issues in the field will also be discussed.

## Year 2

Fall - 12 credit hours

- PSY- P 502 Developmental Psychology (3 cr.) or PSY-G 514 Lifespan Development (3 cr., Online)
  - PSY-P 502 Developmental Psychology (3 cr.) An advanced introduction to the theory and experimental analysis of ontogenetic processes. Special emphasis on human development.
  - PSY-G 514 Lifespan Development (3 cr.) This course is a survey of human development from infancy through old age, emphasizing the life span perspective of development.
- PSY-P 657 Topical Seminar (3 cr., Online) – NS
  - P657 Topical Seminar (3 cr.) Topics of current interest, with intensive critical examination of appropriate literature. Different staff member in charge each semester.
  - This course in Fall of Year 2 would focus on issues of local interest, such as rural mental health, veteran mental health, or family and community mental health.
- PSY-P 537 Program Evaluation (3 cr., F2F) -- NS

- PSY-P 537 Program Evaluation (3 cr.) To provide an overview of data-based strategies for assessment, planning, implementation will be presented along with illustrative case examples: needs assessment, process evaluation, systems analysis, experimental-outcome evaluation, adversarial evaluation.
- PSY-G 550 Internship in Counseling (3 cr.) or EDUC-G 550 Internship in Mental Health Counseling (3 cr., 240 service hours) -- NS
  - PSY-G 550 Internship in Counseling (3 cr.) This course expands the experiential training students received in practicum. The course provides a continuing opportunity to apply theory to practice in mental health counseling under direct clinical supervision. Students will engage in a variety of professional activities performed by regularly employed counseling professionals in the setting. Note: Lab fees apply.
  - EDUC-G 550 Internship in Counseling (3 cr.) Requires acceptance into the clinical cohort. Counseling experience in actual agency or school situation. Under direction and supervision of the counselor, students practice counseling, interviewing, in-service training, orientation procedures, and data collection. May be repeated, not to exceed a total of 12 credit hours.

Spring - 9 credit hours

- PSY-G 532 Introduction to Group Counseling (3 cr.) or EDUC-G 532 Introduction to Group Counseling (3 cr., Online)
  - PSY-G 532 Introduction to Group Counseling (3 cr.) This course introduces students to group counseling. Students will be exposed to a combination of didactic information about groups along with clinical training/skills building that will prepare future group leaders.
  - EDUC-G 532 Introduction to Group Counseling (3 cr.) Psychological and theoretical foundations of group counseling. Analysis of the dynamics of groups.
- PSY-G 5XX or EDUC-G 507 Lifestyle & Career Development (3 cr., Online)
  - EDUC-G 507 Lifestyle and Career Development (3 cr.) Lifestyle and career development includes such areas as vocational choice theory, relationship between career choice and lifestyle, sources of occupational and educational information, approaches to career decision-making processes, and career development exploration techniques.
- PSY-P 632 Introduction to Clinical Interventions (3 cr., F2F) -- NS
  - PSY-P 632 Introduction to Clinical Interventions (3 cr.) Systematic integration of theory, research, technique, and evaluation. Based on the available research literature, time-limited and structured interventions for specific clinical problems are designed, administered, and evaluated.
- PSY-G 550 Internship in Counseling (3 cr.) or EDUC-G 550 Internship in Mental Health Counseling (3 cr., 240 service hours) -- NS
  - PSY-G 550 Internship in Counseling (3 cr.) This course expands the experiential training students received in practicum. The course provides a continuing opportunity to apply theory to practice in mental health counseling under direct clinical

supervision. Students will engage in a variety of professional activities performed by regularly employed counseling professionals in the setting. Note: Lab fees apply.

- EDUC-G 550 Internship in Counseling (3 cr.) Requires acceptance into the clinical cohort. Counseling experience in actual agency or school situation. Under direction and supervision of the counselor, students practice counseling, interviewing, in-service training, orientation procedures, and data collection. May be repeated, not to exceed a total of 12 credit hours.

Summer - 6 credit hours

- PSY-G 647 Advanced Internship (3 cr. 240 service hours) -- **NS**
  - PSY-G 647 Advanced Internship (3 cr.) This course expands the training students received in internship (PSY-G550) by providing students with supervised training that focuses and develops competencies in various areas of mental health counseling. This course satisfies the state licensure requirement for an advanced internship for Licensed Mental Health Counselors. Note: Lab fees apply.
- PSY-P 657 Topical Seminar (3 cr., Online) – **NS**
  - P657 Topical Seminar (3 cr.) Topics of current interest, with intensive critical examination of appropriate literature. Different staff member in charge each semester.
  - This course in Summer of Year 2 would focus on child abuse and maltreatment, and individual, family, and community approaches to child abuse.

## Appendix B: Student Market, and Projected Enrollment and Completion Data

A survey of 439 participants (71 men and 353 women), all students at either IU Kokomo, IU East or IU Southeast revealed a high interest in the proposed online Master of Arts in Mental Health Counseling program through a consortium of these three institutions.

Over sixty percent of the respondents were psychology majors. Other majors represented included criminal justice (8%), general studies (5%), nursing (5%), and other (8%). Roughly 34% of the respondents were seniors graduating within the next year. Twenty eight percent were juniors who would be seeking a graduate program within the next two years. The remaining 31% were first year or sophomore standing and the remainder were either graduate students or non-degree seeking students.

For a complete breakdown of survey results by school, please see Table 1.

**Table 1. Student survey results for Masters in Mental Health Counseling program**

	<u>IU Kokomo</u>	<u>IU East</u>	<u>IU Southeast</u>
	(n=122)	(n=125)	(n=174)
College major in Psychology	69%	65%	63%
GPA above 3.0	78%	81%	70%
Interest in graduate study (scale 0-10)	M=8.48, SD=2.61	M=8.55, SD=2.34	M=7.73, SD=2.82
Interest in MA in mental health counseling (scale 0-10)	M=7.51, SD=2.73	M=7.23, SD=3.3	M=6.22, SD=3.44
Importance of state licensure (scale 1-10)	M=8.64, SD=2.39	M=8.23, SD=2.88	M=7.87, SD=2.81

With such a strong interest in this program, and the large number of potential students (between current students, alumni, and other community residents), we anticipate being able to admit a full cohort of 45-60 students total (across the three campuses) during each admissions cycle. Assuming that 80% of students complete the program, we anticipate graduating 36-48 license-eligible students in each class.

The most commonly envisioned career paths reported by our participants were non-profit work (34%) and health care or medicine (30%). A significant portion of the sample also planned to seek employment in drug/alcohol rehabilitation programs (18%) and other areas (17%).

On a scale of 0 to 10 (0=not at all; 10=very much interested), 60% of the respondents reported a very high interest in post baccalaureate education (scores >9) and more specifically,

40% indicated a very high interest (scores >9) in a masters in mental health counseling at one of the proposed provider schools. Roughly 58% of the population also indicated a strong interest in licensure following graduate study in mental health counseling.

The greatest impediments to pursuing graduate education, according to our survey participants were:

- 1) Monetary costs
- 2) Regional restrictions
- 3) Lack of quality programs in the area/unaware of program options
- 4) Personal commitments
- 4) Insufficient preparation in undergraduate coursework
- 5) Lack of confidence in abilities to complete a program

Notably, very few respondents reported a lack of jobs in the field or lack of interest as impediments to their pursuit of graduate training.

Summary:

Clearly, a successful Master of Arts in Mental Health Counseling program must be affordable (and perhaps provide opportunities for paid internships), be focused on the needs of the local population, and be marketed to the current undergraduate student body in field of psychology, sociology, nursing and criminal justice. Furthermore, in order to be effective, this program should provide all of the foundational coursework within the curricular design in order to accommodate non-psychology or counseling majors and should be offered in a format that is flexible and adaptable to the regional restrictions and time limitations of our non-traditional students (such as online classes).

## Appendix C: Needs Assessment Study and Analysis for Counseling

In addition to the student survey described in Appendix B, an employer survey was administered online from October to December 2015. The survey was sent to representatives at approximately 50 human service organizations in the three regions surrounding the involved campuses for this program. These representatives tended to be leaders at their organizations (for example, Directors, Program Leaders, and HR personnel). They were asked to respond to items based on their observations at their organization.

Most questions were based on issues that had come up during previous interactions with various community organizations who had inquired about the possibility of this program being developed on our campuses. Additional questions were added via program committee discussion, and through discussion with campus administrations.

25 organizations completed the survey in full, with 10 (40%) from the Kokomo region, 8 (32%) from the Richmond region, and 7 (28%) from the New Albany region. 23 (92%) reported being located within a 30-minute drive of their associated campus, confirming our belief that local interest in this program would be high. Results are presented in aggregate below, with commentary for how each result informed our work on this proposal.

### 1. How easy or difficult is it for residents in your community to obtain mental health services in a timely fashion?

- Very difficult: 6 (24%)
- Difficult: 4 (16%)
- Somewhat difficult: 9 (36%)
- Unsure/Don't know/No opinion: 4 (16%)
- Somewhat easy: 1 (4%)
- Easy: 1 (4%)
- Very easy: 0 (0%)

Comment: With the majority of responding organizations indicating that it was at least somewhat difficult for local residents to obtain mental health care (76%), we felt encouraged that the need for this program exists in these regions.

### 2. Which of the following levels of training/education can lead to counseling-related employment at your organization? Select all that apply. (Answers presented in ranked order from highest to least; no organizations indicated "High school only" or "Some college" as responses.)

- Master's degree graduate: 19 (79%)
- Bachelor's degree graduate: 9 (38%)
- Doctoral degree graduate: 6 (25%)
- Post-baccalaureate certificate degree graduate: 2 (8%)
- Associate's degree graduate: 1 (4%)

Comment: While each of the involved campuses offers a Bachelor's degree in psychology that can lead to employment at some of these community organizations, marketability of a Master's degree is clearly much higher for students interested in a counseling-related career. Many

students on our campuses choose to major in psychology at the Bachelor's level due to their interest in counseling, so offering this new program will assist them in reaching that goal.

**3. Please rank the level of training/education that is MOST DESIRABLE in counseling-related employment at your organization, at this time.** (Mean rankings, and numbers of organizations ranking each as #1, are provided.)

- Master's degree graduate: 1.48 (16 #1 rankings)
- Bachelor's degree graduate: 3.14 (0 #1 rankings)
- Doctoral degree graduate: 3.52 (4 #1 rankings)
- Post-baccalaureate certificate degree graduate: 3.57 (0 #1 rankings)

Comment: The Master's degree is clearly the most preferred credential by community organizations offering counseling services. Our students who cannot travel to obtain this credential are currently disadvantaged in obtaining employment in counseling. A follow-up open-response question regarding reasons for their choice of #1, resulted in the need for licensure of employees being most frequently mentioned. Other comments included need for highly skilled professionals and highly educated employees, and some comments mentioned inability to bill for services of less-educated or unlicensed care providers.

**4. How many positions are you typically trying to fill with LICENSED OR LICENSE-ELIGIBLE MASTER'S IN COUNSELING GRADUATES at any one time?**

- 0-2: 16 (76%)
- 2-5: 2 (10%)
- 5 or more: 3 (14%)

Comment: As with any field, hiring opportunities may only arise occasionally in human service organization; however, we were surprised that nearly a quarter of our respondents indicated having at least 2 open Master's level positions at any one time. This leads us to believe that graduates of this program would not have to wait long to obtain employment after completing the program, especially as graduates will be dispersed throughout 3 regions of the state.

**5. Approximately how many of your current employees would be interested in enrolling in a new Master of Arts in Mental Health Counseling program at the IU campus in your region? Select one.**

- None that I know of: 8 (38%)
- Approximately 1-5: 13 (62%)

Comment: Between demand among current undergraduate students, recent graduates who are not yet working in counseling-related fields, and current employees of mental health and other human service organizations in our regions, we feel that demand for this program should be strong.

**6. How positively or negatively would you view the launch of a new Master of Arts in Mental Health Counseling program at the IU campus in your area?** (No respondents indicated Very negatively, Negatively, or Somewhat Negatively.)

- Very positively: 15 (71%)
- Positively: 4 (19%)
- Somewhat positively: 1 (5%)
- Neither positively nor negatively: 1 (5%)