

STATE OF INDIANA

COMMISSION FOR HIGHER EDUCATION

INSTITUTION: Indiana University Purdue University Indianapolis

COLLEGE: Indiana University-Purdue University Columbus

DEPARTMENT: Psychology

DEGREE PROGRAM TITLE: Master of Arts in Counseling Psychology

FORM OF RECOGNITION TO BE AWARDED/DEGREE CODE: Master of Arts in Counseling Psychology

SUGGESTED CIP CODE: 42.0601

LOCATION OF PROGRAM/CAMPUS CODE: IUPU Columbus/IUCOA

PROJECTED DATE OF IMPLEMENTATION: Fall 2012

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) _____

A. ABSTRACT

Master of Arts in Counseling Psychology

Indiana University-Purdue University Columbus

Objectives: The Master of Arts in Counseling Psychology Program will prepare students to become licensed behavioral health providers following a curriculum that is consistent with the guidelines of the Council for Accreditation of Counseling and Related Educational Programs (CACREP). The program will help students establish professional identities as behavioral health counselors and allow them to develop the knowledge, skills, and values required to provide effective and ethical service to their clients.

Clientele to be served: Primary clientele are the residents of Southeastern Indiana, but the program will be open to all residents of Indiana and other states as well.

Curriculum: The curriculum will include coursework and experiential training consistent with CACREP guidelines and covering all areas required for licensure as a Mental Health Counselor in the State of Indiana.

Total credit hours: 60

Credit hours for required courses: 60

Additional credit hours: 0 (All courses are required to meet licensure requirements for graduates and accreditation requirements for the program; we may consider adding elective courses at a later time.)

Subject areas of required courses: Required courses will cover human growth and development; social and cultural foundations of counseling; helping relationships; group dynamics, processes, counseling, and consultation; lifestyle and career development; assessment and appraisal of individuals; research and program evaluation; professional orientation and ethics; foundations of mental health counseling; and clinical instruction.

If graduate degree, what are prerequisites and undergraduate preparation? Prerequisites include an undergraduate degree from an accredited institution and at least 15 credit hours of coursework in psychology or behavioral sciences.

Internships or practica: Field experiences will include a 100-hour practicum, 600-hour internship, and 300-hour advanced internship, with 100 hours of face to face supervision.

Unique and innovative features: The curriculum will provide generalist training with an emphasis on community psychology and a strengths-based, systemic approach. It will prepare our graduates for national certification as case managers as well as Licensed Mental Health Counselors in Indiana. It will provide local, real-world perspectives on many issues in behavioral healthcare by employing area counselors as adjunct faculty and guest speakers (in addition to the full-time faculty).

Employment possibilities: We expect demand to be high for our graduates, who will be able to work in a variety of settings including behavioral healthcare centers, private practice, psychiatric hospitals, social service agencies, managed care, correctional facilities, group homes, religious organizations, state and county agencies, health maintenance organizations, and public and private school systems. The Community Education and Training Needs Assessment conducted by the Community Education Coalition identified a strong need in the community for a Masters in Counseling program. Also, mental health is one of the healthcare career clusters identified in the Economic Opportunities 2015 (EcO₁₅) initiative in Southeastern Indiana and five of 10 counties in the EcO₁₅ service area are identified as Mental Health Professional Shortage Areas (MHPSA) by the U.S. Department of Health and Human Services.

B. Program Description

1. Proposed Program and Stated Objectives

The 60 credit hour Master of Arts in Counseling Psychology Program will prepare students to become licensed behavioral health providers, who will be able to assist individuals, groups, and families in maximizing their human potential and dealing effectively with behavioral problems and everyday life challenges. Students will gain necessary knowledge and skills to provide expert professional service guided by the values of ethical practice and respect for all people. The curriculum is consistent with the guidelines of the Council for Accreditation of Counseling and Related Educational Programs (CACREP) and meets the criteria for preparing graduates for licensure as a mental health counselor in the State of Indiana. The program will be the only one preparing students to become Licensed Mental Health Counselors (LMHC) housed within a psychology department at a state-supported university in the southeastern quadrant of Indiana. It is being developed to meet the needs of and with input from agencies and organizations in this region that provide behavioral health services.

Program objectives are to empower our students:

- To establish a professional identity as a Mental Health Counselor through pursuit of appropriate knowledge, training, licensure, and professional organization affiliation and service
- To develop a broad background in foundational fields such as personality theory, development, interpersonal relationships, psychopathology, and psychopharmacology
- To develop expert knowledge and skills in assessment, treatment, coordination, collaboration, referral, and prevention related to behavioral health issues in individuals, groups, and families
- To develop the research skills necessary to understand and critique the research literature and to employ and evaluate empirically-based practices
- To use a systemic and strengths-based approach to achieving behavior change
- To combine coursework and field experience, integrate theory and practice, and link assessment to treatment within the context of various theoretical perspectives
- To understand the role of behavioral health counseling within the contexts of the community, the many facets of individual and cultural/ethnic diversity, and relevant ethical and legal issues
- To understand relevant business practices associated with delivery of behavioral health services

2. Admission Requirements, Anticipated Student Clientele, and Student Financial Support

- a. Admission requirements: Applicants must have a bachelor's degree from an accredited institution with an undergraduate grade point average of at least 3.0 on a 4-point scale. Applicants must take the Graduate Record Examination (GRE), including verbal, quantitative, and analytical writing sections; a minimum score of 500 on each section is preferred. Completion of the GRE Psychology Subject Test is recommended and good

scores will provide an advantage. Applicants must provide three letters of recommendation, official transcripts of all past academic work, and a personal statement. Evidence of a commitment to behavioral healthcare, such as through practicum or volunteer work is valued. We take a balanced approach to admission and relative weaknesses in one area may be balanced by strengths in others.

- b. Prerequisite coursework and/or degrees: Applicants must have completed at least 15 credit hours of psychology or behavioral science courses.
- c. Anticipated clientele: Our primary clients are the residents of Southeastern Indiana, but all qualified applicants will be considered for admission. Because many students in our region are employed while pursuing higher education, the program is designed to be completed in two or three years (full-time), or more than three years (part-time).
- d. Enrollment limitations: Enrollments will be limited to 15 full-time and 3 part-time students entering each year. We anticipate the full-time group will consist of 5 students in the two-year track and 10 students in the three-year track. The number per cohort is restricted because of requirements to place students in practicum experiences.
- e. If Graduate program, levels of student financial support: Financial aid for graduate students will be available primarily in the form of federal student loans, including Federal Stafford Subsidized Loans (need-based), Federal Stafford Unsubsidized Loans (non-need-based), and Federal Graduate PLUS Loans.

3. Proposed Curriculum

- a. Curriculum requirements: The curriculum will be 60 credit hours and will include coursework and experiential training covering all areas required for licensure as a Mental Health Counselor in the State of Indiana and by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). Field experiences will include a practicum of 100 hours, an internship of 600 hours, and an advanced internship of 300 hours, including at least 100 hours of face to face supervision.
- b. Sample Curriculum: (shown on next page)
- c. Existing courses: None of the courses are currently offered on the Columbus Campus. At least four of the courses are currently offered in the IUPUI Graduate Psychology Program, although the titles may not be exact matches. These include:
 - I501 Multicultural Counseling
 - I545 Psychopharmacology
 - I650 Developmental Psychology
 - I670 Ethical, Legal, and Cultural Issues in Psychology
- d. New courses: All courses would be new to IUPUC. Descriptions are in Appendix B.

- e. Courses at another institution: We do not anticipate students completing courses at other institutions. However, some of our courses will be equivalent to those at other institutions, such as Ball State University or the University of Indianapolis, which also offer Master's degrees that lead to the LMHC.

Sample curriculum (item b above)

Two-year Track		Three-year Track		
	<u>Credits</u> <u>Course</u>	<u>Credits</u> <u>Course</u>		
Fall 1	3	Foundations of Assessment	3	Foundations of Assessment
	3	I670 Ethical, Legal, and Cultural Issues in Psychology	3	I670 Ethical, Legal, and Cultural Issues in Psychology
	3	Foundations of Counseling	3	Foundations of Counseling
	3	I650 Developmental Psychology		
	3	I501 Multicultural Counseling		
Spring 1	3	Assessment using the DSM	3	Assessment using the DSM
	3	Crisis Management	3	I650 Developmental Psychology
	3	Group Counseling	1	Practicum (100 hours)
	1	Practicum (100 hours)		
Summer 1	3	I545 Psychopharmacology	3	I545 Psychopharmacology
	2	Internship I (120 hours)	2	Internship I (120 hours)
Fall 2	3	Assessment Tools	3	Assessment Tools
	3	Marriage and Family Counseling	3	I501 Multicultural Counseling
	3	Research and Program Evaluation	3	Internship II (240 hours)
	3	Internship II (240 hours)		
Spring 2	3	Seminar in Counseling	3	Crisis Management
	3	Clinical Instruction	3	Group Counseling
	3	Professional Development	3	Internship III (240 hours)
	3	Internship III (240 hours)		
Summer 2	3	Addictions Counseling	3	Addictions Counseling
	3	Advanced Internship (300 hours)	1	Advanced Internship I (104 hours)
Fall 3			3	Marriage and Family Counseling
			3	Research and Program Evaluation
			2	Advanced Internship II (196 hours)
Spring 3			3	Seminar in Counseling
			3	Clinical Instruction
			3	Professional Development

4. Form of Recognition

- a. Type of degree to be awarded: Students who successfully complete the program will receive the Master of Arts in Counseling Psychology.
- b. Indiana University's suggested CIP Code: 42.0601
- c. Program, organizational and site information on diploma: The diploma will state: Master of Arts in Counseling Psychology, Indiana University; awarded at Indiana University-Purdue University Columbus, Columbus, IN.

5. Program Faculty and Administrators

- a. Current Faculty and Administrators:

Administrators:

Marwan Wafa, Ph.D., Vice Chancellor and Dean

James Clack, Ph.D., Associate Professor of Biology, Head, Division of Science

Gary Felsten, Ph.D., Associate Professor and Director of Psychology

Program Faculty: Currently, one full-time and five adjunct faculty members hold the same or equivalent accreditation as graduates of our program will seek. All new full-time faculty members will hold the same or equivalent accreditation.

Full-time Faculty:

Gary Felsten, Ph.D., Associate Professor and Director of Psychology

Specializations: Behavioral Neuroscience, Health Psychology

Professor Felsten has more than two dozen refereed publications in neuroscience and stress research. He has studied effects of personality on cardiovascular reactivity and depression and has investigated sex differences in coping. He is currently investigating environments that promote stress recovery and restoration from cognitive fatigue. He has presented his research findings at many regional, national, and international professional conferences. Dr. Felsten teaches introductory psychology, behavioral neuroscience, drugs and behavior, stress and health, and perception and supervises undergraduate research. Dr. Felsten has received two Teaching Excellence Recognition Awards and two Trustees Teaching Awards from Indiana University.

Kathy Compton, M.S.W., L.C.S.W., Lecturer in Psychology

Specializations: Clinical and Community Psychology

Ms. Compton has just over 10 years experience as a Licensed Clinical Social Worker. Her work experience includes working with a community mental health center (CMHC) providing intensive and crisis based services for children, adolescents and adults. She

also provides clinical supervision for case managers and therapists. She coordinates service learning and practicum learning with community organizations. In addition she teaches a number of undergraduate courses that include community psychology, and abnormal psychology. She coordinates two certificate programs: Case Management and Substance Abuse Counseling and Prevention. She is currently completing her Ph.D. and working on a NIH Grant with the Indiana Department of Mental Health on transforming mental health services for children and adolescents with severe emotional disorders.

Kimdy Le, Ph.D., Assistant Professor of Psychology

Specializations: Personality Psychology, Goal-Striving

Professor Le's research focuses on personality development and well-being. He has investigated effects of well-being on real world outcomes such as work experiences and health and has conducted studies to determine how positive emotions influence decision-making and goal-striving cognitions. He has published in top tier journals and presented at both regional and national conferences. Dr. Le teaches personality, statistics, and research methods and supervises undergraduate research.

Joan Poulsen, Ph.D., Assistant Professor of Psychology

Specialization: Social Psychology

Professor Poulsen has published her research in the areas of group dynamics, intergroup processes, and social ostracism in social psychology journals and has presented her work at numerous regional and national professional conferences. Dr. Poulsen teaches social psychology, group dynamics, introductory psychology, and research methods, and she supervises undergraduate research.

Courtney Bender, M.A., Visiting Assistant Professor of Psychology

Specializations: Cognitive Psychology, Behavioral Neuroscience

Ms. Bender studies comparative cognition and learning and has a strong background in behavioral neuroscience. She has published and presented her work on social learning in dolphins. She teaches introductory psychology, learning, cognition, and human sexuality and supervises undergraduate research. Ms. Bender is expected to complete her Ph.D. and become Assistant Professor of Psychology shortly.

Adjunct Faculty (qualified to teach a variety of courses in the graduate program)

Richard Lamborn, Psy.D., HSPP, Adjunct Lecturer in Psychology

Specializations: Clinical Psychology, Behavioral Health Disaster Response

Dr. Lamborn has over 25 years experience in the behavioral health field, including working in both inpatient and outpatient facilities, providing crisis and urgent services for children, adolescents and adults. He has conducted numerous psychological evaluations for the legal system and has been deployed as a behavioral health responder in Mississippi in the wake of hurricane Katrina. He teaches numerous undergraduate courses including human motivation, abnormal psychology, introduction to psychology, and introduction to substance abuse counseling.

William (Pete) Link, M.S.W., LCSW, LMFT, Adjunct Lecturer in Psychology

Specialization: Counseling and Program Development

Mr. Link develops programs and provides at risk counseling for area school systems; develops community education programs for stress reduction, parent effectiveness and suicide prevention, provides clinical outpatient psychotherapy, and serves on a post-deployment health reassessment team for Iraq war veteran debriefings.

Kevin McCracken, MS, MBA, LMHC, Adjunct Lecturer in Psychology

Specialization: Counseling Psychology

Mr. McCracken has over 13 years experience working in the mental health field, including school- and home-based therapy and case management. He has provided services to children, adolescents, and families in a specialty clinic and has managed a partial hospitalization program for children and adolescents. His experience includes clinical supervision of case managers and therapists who serve children, adolescents, families, and adults, and his general outpatient experience also includes provision of services to adults and couples. For three years, he provided psychiatric evaluations for individuals experiencing a psychiatric emergency at Columbus Regional Hospital and the Bartholomew County Jail. He has taught courses in psychology, business, computer science, and computer technology. He currently manages a social enterprise that employs adults with a psychiatric disability, as part of his position at a community mental health center.

Stephanie Scifres, Ph.D., LHSP, Adjunct Lecturer in Psychology

Specialization: Clinical Psychology

Dr. Scifres' work experience includes services in school-based settings, community mental health centers, nursing home settings, emergency rooms, and state mental hospitals. She specializes in the assessment, diagnosis, and treatment of mental disorders and also has a Certificate of Proficiency in Neuropsychological Assessment. Her scholarly interests have centered on addictions. In private practice, she serves as a consultant for local schools, physicians, and state agencies. Dr. Scifres teaches introductory and upper level courses and has developed several online courses. She received the Jacqueline D. Franz Excellence in Teaching Award in 2009.

Brenda Smith, Psy.D., HSPP, Adjunct Lecturer in Psychology

Specialization: Clinical Psychology

Dr. Smith has been a clinical psychologist for almost 20 years. She has worked in community mental health agencies, not-for-profit United Way support therapy providers, and is currently employed in the Behavioral Health Department of Schneck Medical Center. She has worked with all ages of clients, from parents of new infants to hospice therapy. She enjoys teaching and primarily teaches counseling courses.

- b. New faculty positions required: The faculty listed above provide instruction for the undergraduate program leading to the B.A. and B.S. degrees in Psychology. We expect that four or five of these faculty members will teach courses in the graduate program in Counseling Psychology. We estimate the instruction provided by these faculty members will be equal to one-half FTE. In order to provide required graduate

courses, we will need to hire two full-time faculty members in the first year and increase the total to four by the third year. Each will have a doctoral degree in clinical or counseling psychology or a related field and licensure to practice in Indiana. Each will teach five or six courses per year, one of which may be in the undergraduate program. The faculty will also provide counseling services in a Counseling Center to be developed and/or conduct research. The administration of IUPUC is committed to developing a Counseling Center that will meet the needs of IUPUC students and link students and faculty in the Masters in Counseling Program with the broader community through research and service. Appropriate resources will be identified and made available to create and run the Center once the program is established.

6. Needed Learning Resources

a. Library holdings, equipment, laboratories, clinical and research facilities available

The University Library of Columbus (ULC) serves the students and faculty of IUPUC, Ivy Tech Community College and the Purdue University College of Technology in Columbus. Located in the Center for Teaching and Learning wing of the Columbus Learning Center, the library offers a full range of services to its users, comparable to those available on the Indianapolis, Bloomington, and West Lafayette campuses. The library staff welcomes requests for information, training, and research assistance from students, staff, and faculty of all three institutions. The library's collection contains around 45,000 items and students, faculty, and staff have access to more than six million items found in the statewide IU Library system. The library's online catalog, IUCAT (<http://www.iucats.iu.edu>), can be used to identify and request many of these materials online through the catalog's website. Materials which are not found in the IUCAT, or photocopies of articles, may be requested via interlibrary loan.

As part of the Indiana University and IUPUI library network, the library also provides access to approximately 37,000 full-text, online journals and over 30,000 eBooks. Our eBook subscriptions include ebrary, Netlibrary and Books24x7. Specifically related to psychology, the library has approximately 1200 books, about a dozen print journals, and 500 e-journal subscriptions, covering the entire range of disciplines in psychology. As this proposal is being reviewed, the holdings in psychology are being strengthened resulting from a review conducted in spring 2010 by the Psychology Program faculty in collaboration with the Library Director.

IUPUC has a Behavioral Sciences Research Lab that supports faculty and student research and will be available for the graduate program. There are many computers in the Center for Teaching and Learning and computer laboratories that have Microsoft Office applications, SPSS statistical software, and a variety of other applications that will meet program needs.

b. Need for additional learning resources

To implement the program, we will need to increase our holdings of books and journals and greatly expand our library of testing and assessment materials. We will need

additional classroom and laboratory space, and for accreditation, we will need to develop a counseling center. We have designed a 40' x 100' space subdivided into:

- Four 8' x 10' individual counseling rooms
- One 18' x 24' group counseling room, which will also serve as a clinical teaching laboratory
- One 10' x 37' room that will serve as the control and observation room for the teaching laboratory and provide storage for equipment and supplies
- One 10' x 12' waiting room for clinic clients
- One 10' x 14' office for the Counseling Center receptionist
- One 24' x 30' classroom
- Three 10' x 12' offices for faculty
- One 12 x 24' conference room
- One 26' x 10' computer laboratory with 6 computer stations
- Hallways designed for access and appropriate levels of privacy

We expect the facilities needed to support the program will be included in a master plan for IUPUC that is currently being developed.

7. Other Program Strengths.

a. Special Features

The program will be distinctive in ways ranging from areas of emphasis to accessibility to collaborations within the community. The core curriculum will provide generalist training with an emphasis on community psychology and a strengths-based, systemic approach built into a number of courses. The coursework will prepare our graduates for national certification as case managers as well as Licensed Mental Health Counselors in Indiana. The program will be the only one to train students to be LMHCs through a psychology department at a public institution in Southeastern Indiana. As such, it will provide accessibility and be more affordable than programs at the nearest private institutions in the state. For most students in our region, affordability includes not only low tuition, but the opportunity to live at home and not pay residence fees. To ensure that the program meets the needs of the many agencies and organizations that provide behavioral healthcare in our region, we have worked with some of these agencies to develop the curriculum, and we will solicit yearly input from these organizations; this is consistent with IUPUC's goal of becoming an engaged institution with the served communities in the region. We will recruit guest speakers and adjunct faculty from these organizations, who will provide local, real-world perspectives on issues covered in the curriculum. Finally, we will create an Advisory Council composed of regional leaders in the areas of mental health, education, business, government, and community services. Advisory Council members will serve as liaisons between the program and the constituencies IUPUC serves and contribute to annual program evaluations.

b. Anticipated Collaborative Arrangements with Other Parties

We have been working closely with organizations that provide behavioral healthcare, especially Centerstone, the largest provider of community-based behavioral healthcare

in the United States. IUPUC has a long-standing relationship with Centerstone (formerly Quinco); we have hired many adjunct lecturers in Psychology from among its staff, and many of the graduates of our undergraduate Psychology program have been employed at Centerstone. Currently, the Chief Executive officer of Centerstone of Indiana, Robert Williams, Ph.D., serves on the IUPUC Board of Advisors. We are also fortunate to have David Elwood, Ph.D. (Clinical Psychology), Chairman of the Board of Elwood Staffing, on the IUPUC board of Advisors. Dr. Williams has provided a letter of support (attached) that attests to the rigor of our proposed program and the ready employability of graduates of our program in organizations that provide behavioral healthcare. He described the opportunity to hire our graduates as mutually beneficial. He also indicated that Centerstone would use our program to provide continuing education credits for its staff and work with IUPUC to create collaborative training and certification opportunities. We anticipate that our strong relationships with providers of behavioral healthcare in our region will help us develop practicum and internship opportunities for our students.

We also propose providing services through a satellite counseling center at the Volunteers in Medicine Clinic in downtown Columbus, IN. At the time of this writing, Keith Weedman, Director of Volunteers in Medicine, has indicated a need for additional counseling services at the clinic and suggested that we would likely be able to place our faculty and students there. This would provide counseling opportunities for graduate students, caseworker opportunities for undergraduate students, and free counseling services to needy area residents.

C. Program Rationale

1. Institutional Factors

a. Compatibility with the institution's mission

The mission of Indiana University-Purdue University Columbus is to provide the educational leadership and the resources for teaching and learning, research and creative activity, and service and civic engagement needed to enrich the intellectual and cultural environment, enhance the economic opportunities, and improve the quality of life of the diverse citizens and communities in south central Indiana.

IUPUC is the college of first choice for many students in our service area, which includes 10 counties, some of which have very low percentages of citizens with bachelor's degrees or higher. Many of our students would not attend any four-year institution if IUPUC were not here, primarily because of financial constraints. More than 80% of our graduates remain in this region and contribute to its economic development and quality of life. Historically, more than half of our undergraduate psychology majors have been interested in careers in behavioral healthcare and many have earned graduate degrees in social work, counseling, or clinical psychology. Others, holding the B.A. or B.S. in Psychology have been employed as caseworkers in a variety of community agencies and organizations. The proposed graduate program will greatly increase opportunities for educational and career development for students in our

region who choose to pursue careers in behavioral healthcare. This is consistent with the EcO₁₅ goal of increasing educational attainment by one level in all residents of Southeastern Indiana. Our graduates will also provide services that improve quality of life and contribute to the economic development in our region.

b. Planning process resulting in this proposal

Planning for this graduate program began in June 2003 and continued for about one year. However, significant issues concerning the scope of educational programs at IUPUC and economic conditions of the campus and state put the work on hold until recently. Working forward from this point, we hope to have all required approvals within one year and implementation of the program by fall 2012.

c. Impact of the proposed program on other programs

We expect development of the Masters in Counseling Psychology to increase the visibility and stature of the IUPUC Psychology Program, leading to greater interest and higher enrollments in our undergraduate psychology program. We are prepared for larger enrollments as we have increased our full-time faculty to five in response to a 23% increase in credit hours and more than a 50% increase in Psychology majors in the past two years.

d. Describe how program would more fully utilize existing resources

The proposed program would more fully utilize the library, provide graduate teaching opportunities for faculty, and strengthen existing relationships and develop new relationships with community partners in behavioral healthcare. As indicated in item 7b, our program will strengthen a long-standing, mutually beneficial relationship with Centerstone, the region's (and the nation's) largest provider of community-based behavioral healthcare. Centerstone will hire graduates of our program, utilize our program for continuing education for its staff, and work with us to develop training and certification programs. We will also continue to develop a relationship with Volunteers in Medicine in Columbus to provide counseling opportunities for students and faculty and free counseling services to the community. We anticipate strengthening existing relationships with other providers of behavioral healthcare that currently employ our undergraduate students and graduates in order to provide placement opportunities for our graduate students and Master's prepared graduates.

2. Student Demand

a. Description of enrollment projections

All graduate clinical and counseling psychology programs in Indiana are competitive and receive many more applications than available capacity. For example, among programs closest to our region, the Mental Health Counseling Master's Program at the University of Indianapolis recently accepted 37 of 108 applicants and enrolled 16. Consequently, we are certain we can enroll 15 new, qualified students each year. Historically, among the graduates of our undergraduate program, about half are interested in careers in behavioral healthcare and many have pursued graduate training elsewhere. We expect interest in our program to be high throughout the state

and perhaps in neighboring states because of the unique features of our program and its affordability. This will increase the total enrollment of the campus, which is important in era of declining state funding, while providing a much needed service.

b. Enrollment and completion data

See Table 1.

3. Transferability

We do not expect students to transfer to other programs, but expect that credits will easily transfer if students choose to complete programs at other institutions.

4. Access to graduate and professional programs – N/A

5. Demand and employment factors

We expect demand to be high for our graduates, who will be able to work in a variety of settings including behavioral healthcare centers, private practice, psychiatric hospitals, social service agencies, managed care, correctional facilities, group homes, religious organizations, state and county agencies, health maintenance organizations, and public and private school systems. Recently, the Community Education and Training Needs Assessment by the Community Education Coalition (CEC) identified a strong need in the community for a Masters in Counseling program. This need has been confirmed by leaders of organizations that provide behavioral healthcare, including Centerstone, the largest provider of behavioral healthcare in the United States. The Indiana headquarters of Centerstone is in Columbus and its CEO is on the IUPUC Board of Advisors. His letter of support (attached) indicated that Centerstone would view hiring our graduated as mutually beneficial. The Economic Opportunities through Education by 2015 (EcO₁₅) initiative in Southeastern Indiana identified mental health as one of the healthcare career clusters, and importantly, five of 10 counties in the EcO₁₅ service area are identified as Mental Health Professional Shortage Areas (MHPSA) by the U.S. Department of Health and Human Services. Attached is a letter from Dave Galle, Executive Director of the Community Education Coalition, expressing CEC support for the Master's in Counseling Psychology Program and confirming the value of the program in meeting strategic objectives of EcO₁₅.

6. Regional, state, and national factors

a. Comparable programs in region or state

Programs with comparable curricula in Indiana include the Mental Health Counseling programs at Ball State University in Muncie, Indiana State University in Terre Haute, Valparaiso University in Valparaiso, and the University of Indianapolis. Indiana Wesleyan University in Indianapolis has programs leading to the LMHC with a faith-based approach to counseling. There are counseling programs in Departments of Education in Indiana, but most prepare students to become school counselors and do not prepare students to become LMHCs. An exception is the Education Specialist track at Indiana University, which leads to the LMHC, but requires that students

already have completed or be enrolled in a Masters in Education program. None of these programs is located in the southeast quadrant of Indiana, making accessibility a major issue for students in this region, which is characterized by a low rate of postsecondary educational attainment. Furthermore, the closest program not requiring previous master's level study (University of Indianapolis) costs \$655 per credit hour.

b. External agencies

Legislation (H.R. 3200 and S. 1679) before the Congress of the United States addresses issues of mental health service shortages, especially in rural areas, and provides for grants to train behavioral health providers. Should these grants become available, IUPUC will seek funding for training students in the Masters in Counseling Program.

D. Program Implementation and Evaluation

Program Implementation

The program will be implemented in the fall of 2012 with our first cohort of 15 full-time students and two new full-time faculty members.

Program Evaluation

Objectives:

- 1) Routinely assess the MA program to ensure quality and continuous improvement.
- 2) Adhere to the program plan and accreditation standards.
- 3) Assure student's knowledge, skills, and abilities meet the expectations for professional practice.

Process:

- 1) Program demographics will be continuously gathered throughout the academic year. These demographics will include information about applicants, including age, ethnicity, previous academic records, grade point averages, and any additional important data. In addition, documentation will be kept about acceptance or denial into the program, and place of residence.
- 2) Faculty will assess their syllabi and learning objectives prior to offering a course and after the course is completed. Comprehensive methods for student assessment may include tests, research papers, presentations, projects, counseling demonstrations, practice evaluations, clinical supervision, and evaluation by clients served during internships and practica.
- 3) Course evaluations by students will be completed at the end of the course.
- 4) A faculty committee will assess the quality of instruction for each course bi-annually.

- 5) Preparation for professional practice will be assessed prior to each practicum and/or internships by the clinical supervisor or the site supervisor.
- 6) Practice effectiveness will be self-assessed by students after completing practica and/or internships. Additional assessment will be completed by clients and clinical supervisors during and after the practice assignment through surveys and interviews.
- 7) An employment evaluation will occur within 6 months of successful completion of the program. Students will complete a survey asking about their employment and their opinion regarding the effectiveness of the program in preparation for professional counseling. With consent of the student, their employers will be sent a survey to evaluate the student's preparedness for counseling.
- 8) A comprehensive program evaluation will occur annually. This evaluation will include input by faculty, students, alumni, supervisors and the Advisory Council. The program assessment will be completed via surveys, focus groups, and interviews. Components of the program to be assessed include curricula, course content, instruction methods, student assessment, summary of completed evaluations, and other relevant program data. The dissemination of the results of the annual program evaluation will be presented to the Advisory Council at an annual meeting.

Objective	Who	How	When	Frequency
Course Content	Students, Faculty	Course evaluations and faculty review of syllabi	Summer	Annually
Quality Instruction	Students, Faculty	Course evaluations, faculty committee review via meeting	Spring, Fall, and Summer	End of semesters
Preparation For Practice	Practicum site Supervisor, Clinical Supervisor	Self-evaluation, and interview	Pre-practicum/internship	Prior to field work
Practice Effectiveness	Clients, Students, Supervisors	Evaluation by student and clinical supervisor	Post-practicum/internship	Post field work
Employment Evaluation	Alumni, Employers	Surveys	6 months after completion of program	Annually
Demographics	Administrators	Collection of program data	Ongoing	Ongoing
Annual Program Evaluation	Faculty, Clinical Supervisors, Students, Employers, Administrators, Advisory Council	Surveys, focus groups, interviews	Fall	Annually

E. Tabular Information

1. Table 1: Enrollment and Completion Data
2. Tables 2A and 2B: Cost and Revenue Data
3. Table 3 New Program Proposal Summary

Campus: Indiana University-Purdue University Columbus
 Program: Master of Arts in Counseling Psychology
 Date: 4 August 2010

TABLE 1: PROGRAM ENROLLMENTS AND COMPLETIONS
 Annual Totals by Fiscal Year (Use SIS Definitions)

	<u>Year 1</u> 2011-12	<u>Year 2</u> 2012-13	<u>Year 3</u> 2013-14	<u>Year 4</u> 2014-15	<u>Year 5</u> 2015-16
A. Program Credit Hours Generated					
1. Existing Courses	0	0	0	0	0
2. New Courses	395	790	1035	1080	1080
Total	395	790	1035	1080	1080
B. Full-time Equivalents (FTEs)					
1. Generated by Full-time Students	15	29	38	38	38
2. Generated by Part-time Students	2	4	6	8	8
Total	16	33	43	45	45
3. On-Campus Transfers	0	0	0	0	0
4. New-to-Campus	16	33	43	45	45
C. Program Majors (Headcounts)					
1. Full-time Students	15	30	40	40	40
2. Part-time Students	3	6	9	12	12
Total	18	36	49	52	52
3. On-Campus Transfers	0	0	0	0	0
4. New-to-Campus	18	36	49	52	52
5. In-State	18	36	49	52	52
6. Out-of-State	0	0	0	0	0
D. Program Completions	0	5	15	18	18

Campus: Indiana University-Purdue University Columbus
 Program: Master of Arts in Counseling Psychology
 Date: 4 August 2010

TABLE 2A:
 TOTAL DIRECT PROGRAM COSTS AND SOURCES OF PROGRAM REVENUE

	Year 1		Year 2		Year 3		Year 4		Year 5	
	FTE	2011-12	FTE	2012-13	FTE	2013-14	FTE	2014-15	FTE	2015-16
A. Total Direct Program Costs										
1. Existing Departmental Faculty Resources	0.0	\$ 0	0.0	\$ 0	0.0	\$ 0	0.0	\$ 0	0.0	\$ 0
2. Other Existing Resources		0		0		0		0		0
3. Incremental Resources (Table 2B)		169,500		338,900		444,000		463,400		463,400
TOTAL		\$ 169,500		\$ 338,900		\$ 444,000		\$ 463,400		\$ 463,400
B. Sources of Program Revenue										
1. Reallocation		\$ 0		\$ 0		\$ 0		\$ 0		\$ 0
2. New-to-Campus Student Fees		111,900		223,700		293,100		305,900		305,900
3. Other (Non-State)										
4. New State Appropriations										
a. Enrollment Change Funding		57,600		115,200		150,900		157,500		157,500
b. Other State Funds		0		0		0		0		0
TOTAL		\$ 169,500		\$ 338,900		\$ 444,000		\$ 463,400		\$ 463,400

Campus: Indiana University-Purdue University Columbus
 Program: Master of Arts in Counseling Psychology
 Date: 4 August 2010

TABLE 2B:
 DETAIL ON INCREMENTAL OR
 OUT-OF-POCKET DIRECT PROGRAM COSTS

	Year 1		Year 2		Year 3		Year 4		Year 5	
	FTE	2011-12	FTE	2012-13	FTE	2013-14	FTE	2014-15	FTE	2015-16
1. Personnel Services										
a. Faculty	2.0	150,000	2.5	187,500	4.0	300,000	4.0	300,000	4.0	300,000
b. Part-time Faculty	0.0	0	0.0	0	0.0	0	0.5	10,400	0.5	10,400
c. Support Staff	0.0	0	2.0	83,600	2.0	83,600	2.0	83,600	2.0	83,600
Total Personnel Services		150,000		271,100		383,600		394,000		394,000
2. Supplies and Expense										
a. General Supplies and Expense		5,000		25,500		27,400		35,000		35,000
b. Recruiting		2,500		5,000		5,000		5,000		5,000
c. Travel		2,000		4,800		6,400		6,400		6,400
d. Library Acquisitions		5,000		25,000		16,600		18,000		18,000
Total Supplies and Expense		14,500		60,300		55,400		64,400		64,400
3. Equipment										
a. New Equipment Necessary for Program		5,000		7,500		5,000				
b. Routine Replacement								5,000		5,000
Total Equipment		5,000		7,500		5,000		5,000		5,000
4. Facilities		0		0		0		0		0
5. Student Assistance										
a. Graduate Fee Scholarships		0		0		0		0		0
b. Fellowships		0		0		0		0		0
Total Student Assistance		0		0		0		0		0
Total Incremental Direct Costs		\$ 169,500		\$ 338,900		\$ 444,000		\$ 463,400		\$ 463,400

TABLE 3:
NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY
4 August 2010

I. Prepared by Institution

Institution/Location: Indiana University-Purdue University Columbus
 Program: Master of Arts in Counseling Psychology
 Proposed CIP Code: 422803
 Base Budget Year: 2010-11

	<u>Year 1</u> 2011-12	<u>Year 2</u> 2012-13	<u>Year 3</u> 2013-14	<u>Year 4</u> 2014-15	<u>Year 5</u> 2015-16
Enrollment Projections (Headcount)	18	36	49	52	52
Enrollment Projections (FTE)	16	33	43	45	45
Degree Completion Projection	0	5	15	18	18
New State Funds Requested (Actual)	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
New State Funds Requested (Increases)	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0

II. Prepared by Commission for Higher Education

New State Funds to be Considered for Recommendation (Actual) \$ _____ \$ _____ \$ _____ \$ _____ \$ _____

New State Funds to be Considered for Recommendation (Increases) \$ _____ \$ _____ \$ _____ \$ _____ \$ _____

CHE Code: _____ Comment: _____
 Campus Code: _____
 County Code: _____
 Degree Level: _____
 CIP Code: _____

Appendix A. Letters of Support

1. Robert J. Williams, Ph.D., Chief Executive Officer, Centerstone of Indiana, Inc.
2. David Galle, Executive Director, Community Education Coalition



CENTERSTONE

March 9, 2010

Gary Felsten, PhD
Coordinator, Psychology Degree Program
Associate Professor of Psychology
Indiana University Purdue University Columbus
4601 Central Avenue
Columbus, IN 47203-1769

Dear Dr. Felsten:

I am writing you in continued enthusiastic support of IUPUC offering a Master of Arts degree in Counseling Psychology. As CEO of Centerstone of Indiana, the largest community based provider of mental health services in Indiana, I believe this program would be of enormous benefit to our organization, which currently employs nearly 900 professionals and is headquartered in Columbus, not far from IUPUC.

I'm very impressed with the rigor of the curriculum you are proposing for the MA degree, which can lead to LMFT or LMHC licensure status. I believe that as a result, IUPUC graduates would be readily employable by Centerstone and other provider organizations and agencies.

It has become increasingly difficult to recruit qualified professionals from the field of psychology who have both an interest and the specialized skills necessary to work with children, youth, and their parents from a systems perspective that facilitates family preservation efforts. Being able to hire bachelor and master's level psychology students from IUPUC with these skill sets would be mutually beneficial.

In addition, Centerstone would support our current bachelor's and master's level staff in their efforts to upgrade their skills through continuing education at IUPUC. In fact, your efforts to bring family preservation and family systems curricula to IUPUC may create some mutual training and certification opportunities with Centerstone's Solutions Training Institute.

If there is anything I or any of our staff can do to support your efforts along this line, please don't hesitate to call on us for assistance.

Warm regards,

Robert J. Williams, PhD
Chief Executive Officer
Centerstone of Indiana, Inc.

Robert J. Williams, PhD • Chief Executive Officer, Centerstone of Indiana

720 NORTH MARR ROAD • COLUMBUS, INDIANA 47201 • (812) 348-7449 • FAX (812) 376-4875 • www.centerstone.org

Community Education Coalition
4555 Central Avenue
Suite 2100
Columbus, Indiana 47203

Voice: 812.314.8500
Fax: 812.314.8503
www.educationcoalition.com

Community
Education
Coalition



April 7, 2010

Gary Felsten, Ph.D.
Coordinator, Psychology Program
Associate Professor of Psychology, IUPUC
4601 Central Avenue
Columbus, IN 47203

Dear Dr. Felsten,

As a member of the Community Education Coalition (CEC), I am submitting a letter of support for IUPUC in its pursuit of the Master of Arts in Counseling Psychology. As you know, the CEC is located at the Columbus Learning Center and is a partner in education with IUPUC. One of our strategic objectives is to serve as an advocate for excellence in education. In the past, the CEC conducted a broad based community educational needs assessment which revealed that there is a "significant demand for people in the human services field who possess a Master's Degree in Social Work and/or Psychology." We are pleased that IUPUC is pursuing this degree and offer our full support.

The CEC supports many educational programs beginning with early childhood education and carrying through lifelong learning. In 2007, the CEC and our community foundation (The Heritage Fund) pursued a large education grant from the Lilly Endowment Inc. (LEI). The result was a \$38 million grant from LEI to create a regionally focused initiative called Economic Opportunities through Education by 2015 (EcO₁₅). The grant has funded educational programs associated with Advanced Manufacturing, Healthcare, and Hospitality & Tourism for ten counties in Southeastern Indiana. Counties include: Bartholomew, Dearborn, Decatur, Franklin, Jackson, Jefferson, Jennings, Ohio, Ripley, and Switzerland.

The goal of EcO₁₅ is to move residents up one level in their education, training, and/or income. Southeastern Indiana has one of the lowest levels of educational attainment at both the secondary and post-secondary levels. One way in which we are addressing this issue in healthcare is by partnering with Eastern Indiana-Area Health Education Centers (EI-AHEC) to provide health career recruitment/awareness programs for K-12 students. Mental Health is one of 15 healthcare career clusters highlighted by EcO₁₅ and EI-AHEC and is also identified by the U.S. Department of Health and Human Services as a professional shortage area in five out of 10 EcO₁₅ counties.

We believe that the Master of Arts in Counseling Psychology will address an important regional education and business need as well as support the strategic objectives of EcO₁₅.

Sincerely,

Dave Galle
Executive Director
Community Education Coalition

Appendix B. Tentative Course Descriptions

Current IUPUI Courses:

- I501 Multicultural Counseling (3 cr.)** 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.
- I545 Psychopharmacology (3 cr.)** A survey of the effects of drugs on behavior, cognitive functioning, and emotions. Emphasis will be placed on the practical advantages of understanding how psychotropic drugs work, and on how the brain functions in health and disease. Students will be exposed to the most current theories and research in the field.
- I650 Developmental Psychology (3 cr.)** Major concepts, principles, and facts concerning the biological and environmental influences on behavioral and psychological development. Particular emphasis on essential principles of ontogenetic development (lifespan) emerging from current research in genetics and psychology.
- I670 Ethical, Legal and Cultural Issues in Psychology (3 cr.)** Exploration of models of ethical decision making. Examination of ethical principles and legal mandates that apply to professional psychology including psychologists' roles in health care service delivery, consultation, research, and teaching. Examination of cultural issues, including issues related to ethnicity, age, gender, religion, and sexual orientation.

New Courses:

Foundations of Assessment (3 cr.) Provides a theoretical and methodological foundation for measurement and evaluation in mental health with a focus on the contribution of research and evidence-based assessment.

Foundations of Counseling (3 cr.) Provides a history of clinical mental health counseling and an introduction to the major concepts, procedures, research approaches, standards, ethics, and delivery systems related to practice.

Assessment using the Diagnostic and Statistical Manual (3 cr.) Reviews the Diagnostic and Statistical Manual, the multi-axial classification system, diagnostic coding, and assessment processes to collect clinical data. This course also focuses on etiology and prevalence of psychological disorders.

Group Counseling (3 cr.) The study of theory, research, and practice in group dynamics and group counseling. This course also addresses diverse populations and includes participation in group counseling exercises.

Crisis Management (3 cr.) Introduction to crisis theories, research, and strategies for treatment in mental health settings and related systems.

Practicum (1 cr.) 100 hours of clinical work supervised by an onsite supervisor and a faculty member in a mental health setting approved by the department.

Internship I (2 cr.) 120 hours of application of theory and practice in clinical work, supervised by an onsite supervisor and a faculty member in a mental health setting approved by the department.

Assessment Tools (3 cr.) Application of various clinical assessment tools and the practice of clinical methodology to acquire assessment data.

Marriage and Family Counseling (3 cr.) Overview of marriage and family counseling theories, assessment, and practice.

Research and Program Evaluation (3 cr.) Review of research methodologies used to evaluate effectiveness of clinical practice and programs.

Addictions Counseling (3 cr.) Prevention and treatment of substance abuse, including training in empirically supported assessment and intervention methods for the treatment of addictive behaviors.

Internship II (3 cr.) 240 hours of application of theory and practice in clinical work, supervised by an onsite supervisor and a faculty member in a mental health setting approved by the department.

Seminar in Counseling (3 cr.) Investigation of major theories and techniques of counseling. Examination of behavioral, person-centered, systematic, strengths-based, and relationship-oriented counseling theories and practices.

Clinical Instruction (3 cr.) Instruction in the practice of clinical techniques with diverse populations and settings.

Professional Development (3 cr.) Focuses on professionalism in the practice of counseling, including knowledge of record keeping, payment systems, legal issues, and agency business practices.

Internship III (3 cr.) 240 hours of application of theory and practice in clinical work, supervised by an onsite supervisor and a faculty member in a mental health setting approved by the department.

Advanced Internship (3 cr.) 300 hours of advanced application of theory and practice in clinical work, supervised by an onsite supervisor and a faculty member in a mental health setting approved by the department. For students in the 3-year program, this course is divided into a 1-credit and a 2-credit sequence.

CHE Code:

Comment:

Campus Code:

County Code:

Degree Level:

CIP Code:

Template October 2007

*Based on ICHE Guidelines, Policies, and Procedures for Developing New Academic Program Proposals (January 1990)
on ICHE Website*