

MEMORANDUM

TO: 2022-2023 Senate Executive Committee  
FROM: K. Fineran  
Chair, Graduate Subcommittee  
DATE: October 20, 2022  
SUBJECT: Graduate Concentration in Student Affairs Counseling

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The Graduate Subcommittee reviewed and supports the proposal from the Department of Counseling and Graduate Education for a new concentration in the Counselor Education Program in Student Affairs. We find that the proposal requires no Senate review.

Thank you for the opportunity to review this new concentration.

**Approved**

Kerrie Fineran  
Alan Legg  
Terri Swim  
Kate White  
Sarah Wagner  
Hadi Alasti  
Elliot Barger

**Opposed**

**Absent**

Ebenezer Amartey

**Non-Voting**

Abraham Schwab

## Degree/Certificate/Major/Minor/Concentration Cover Sheet

Date:

Institution: Purdue

Campus: Fort Wayne

School or College:

Department:

Location: 80% or more online: Yes No

County:

Type:

Program name:

Graduate/Undergraduate:

Degree Code:

Brief Description:

Rationale for new or terminated program:

CIP Code: 13.1101

Name of Person who Submitted Proposal:

Contact Information (phone or email):

## Graduate Academic Program Memo

**Date:** 5.4.22

**From:** Brett Wilkinson

**To:** Teri Swim

**RE:** College Counseling and Student Affairs Concentration in the Counselor Education Program

**Program:** College Counseling and Student Affairs (CCSA) track/concentration

**Degree:** M.S.Ed

**Area:** Counselor Education Program; School of Education

**Proposed Launch Date:** August 2023

**SLO:** Students would take most courses alongside the other tracks, and would thus be required to meet normal assessment/SLO standards established within our program's Broad Areas of Counseling Practice (BACP) framework. However, we intend to build track-specific curricula that aligns with faculty-selected CACREP standards for a CCSA specialization: <https://www.cacrep.org/section-5-entry-level-specialty-areas-college-counseling-and-student-affairs/>

**Program Need:** We have had many enrolled as well as prospective students over the years request this counseling concentration. Having spoken with current higher education professionals who require a master's degree to achieve promotion, there is a clear need for a CCSA track both within this university and beyond. Although we would ultimately like to offer a 60-credit CACREP-accredited program, our initial 48-credit program can meet the needs of prospective candidates at reduced cost.

We would launch this track with six (6) students, thereby increasing our yearly cohort enrollment from 30 to 36 students. Due to CACREP-accreditation standards, we are restricted in the total number of students we can instruct in clinical courses such as practicum and internship. Thus, capping enrollment at 36 students ensures that we maintain national accreditation standards (i.e., internship courses must not exceed 1:12 faculty/student ratio). We also believe some students in this track will seek eligibility for licensure as a mental health or school counselor, either of which would be available to them with extra coursework. To our knowledge, there are only three (3) Master's degrees in Higher Education in Indiana (Ball State, Indiana University, and Indiana State University), but all of these have foci in administration rather than a core in counseling.

**Staffing Rotation:** CCSA students would take nearly all courses with the other tracks in our program but would have one (1) track specific course in the 48-credit, non-CACREP-accredited plan of study: Organization and Development of CCSA Programs. In speaking with VCAA Carl Drummond, this track expansion plan is contingent upon the hiring of a new tenure-track faculty member to support growth of the Counselor Education program. With a new hire, the additional CCSA-specific course will be covered indefinitely without the need for specialized staffing rotations over 2-3 years.

CIP Code: 131101



Department Chair Signature

5/25/2022

Date



School Dean Signature

5/26/22

Date



Director of Graduate Studies

5/27/2022

Date

Carl Drummond

Vice Chancellor for Academic Affairs Signature

5/31/22

Date

## G-25 Form: New Graduate Concentration—Curriculum Information

Graduate Program Directors may request, with approval of Chair, Dean, and program faculty, that one or more concentration(s) be established within their majors, to allow a specialized area of graduate study to be reflected on a student's final transcript. A minimum of (9) nine credit hours of graded, graduate level coursework, i.e., 50000 and 60000 level courses, is required for a concentration.

**Campus:** Fort Wayne

**School or College:** School of Education

**Department:** Counseling and Graduate Education

**Graduate Program Name:** Counselor Education

**Title of Concentration:** Student Affairs

**CIP Code:**

**Effective Date (Session and Academic Year):** Fall 2023

**Degrees to which Concentration Applies:**

Master of Science (Use Other for specific masters)

Master of Arts

Doctor of Philosophy

Other

If other is selected, please explain: Master of Science in Education (MSEd)

**Mode of Delivery:** Campus/Online/Distance/Hybrid

80% or more online:

Yes

No

If Hybrid, explain:

Who will administer the online aspect of this program (vendor, program)? n/a

**Brief Description of Concentration:**

The Student Affairs concentration will provide graduates with the skills and degree requirements necessary for employment as student affairs professionals in college and/or university settings.

## **Justification**

This section provides statements regarding the mission of the proposed concentration.

**Need for the concentration:** We have had many enrolled as well as prospective students request this concentration over the years. Having spoken with current higher education professionals who require a master's degree to achieve promotion, there is a clear need for a Student Affairs track both within this university and beyond. O\*net OnLine shows that "Educational, Guidance, and Career Counselors and Advisors" have a "Bright Outlook" nationally, with "faster than average (10% to 15%)" expected growth nationally from 2020 to 2030. Although we would ultimately like to offer a 60-credit CACREP-accredited concentration, our initial 48-credit concentration can meet the needs of prospective candidates at reduced cost. To our knowledge, there are only three (3) Master's degrees in Higher Education in Indiana (Ball State, Indiana University, and Indiana State University) that offer a Student Affairs program, but those programs focus on administrative skills training rather than a counseling-based foundation. As a result of our counseling emphasis, students in the Student Affairs track will have the option to complete twelve (12) additional credits to become eligible for licensure in either school counseling or clinical mental health counseling in the state of Indiana.

### **Target audience, including the expected number of students:**

Prospective students who would like to work at the college/university level to provide direct student affairs services to college students. We would launch this track with six (6) students, thereby increasing our yearly cohort enrollment from 30 to 36 students. Due to CACREP-accreditation standards, we are restricted in the total number of students we can instruct in clinical courses such as practicum and internship. Thus, capping enrollment at 36 admitted students per year ensures that we maintain national accreditation standards (i.e., internship courses must not exceed 1:12 faculty/student ratio).

### **Focus of Research or Professional Program:**

The PFW Counselor Education program strives to be a premiere training institution that prepares clinically skilled, research-informed, compassionate, and reflective professional counselors. We uphold a multidimensional training philosophy that includes emphasizing mental "health" (vs. pathology), understanding common developmental themes throughout the lifespan, embodying the value of process-oriented clinical awareness, and conceptualizing individuals as integrally embedded within dynamic systems. We maintain that understanding and appreciating multiculturalism, diversity, and social justice is critical to the core preparation of professional counselors. We are therefore committed to training professionals who actively seek to become advocates for both individual and systemic change at local through global levels.

### **Description of how the concentration fits into and supports the degree program:**

The Student Affairs concentration will effectively expand our training mission beyond school and community-based services to include higher education services. As we seek to grow our program's size and scope, training higher education professionals will serve the needs of our program, prospective students, and the university.

### **Description of the relationship to other concentrations in the degree program:**

All three concentrations require learning foundational counseling knowledge and skills, so there is considerable overlap in terms of training and preparation. We have a strong core curriculum that serves the interest of students across all three tracks. We believe some students in the proposed Student Affairs

track will seek eligibility for licensure as a mental health or school counselor, either of which would be available to them with extra coursework.

**Participating faculty, including name, academic rank, and departmental affiliation:**

Dr. Brett Wilkinson, Associate Professor of Counselor Education

Dr. Kerrie Fineran, Associate Professor of Counselor Education

Dr. Jim Burg, Associate Professor of Counselor Education

Dr. Joel Givens, Assistant Professor of Counselor Education

**Core Courses (in Counseling program):**

- EDU 50200 Professional Orientation and Ethics (SC/SA)
- EDU 50601 Essential Counseling Skills
- EDU 50300 Counseling Theories and Techniques I
- EDU 51400 Lifespan Development (SC/SA)
- EDU 56400 Child and Adolescent Counseling
- EDU 57500 Multicultural Counseling
- EDU 50400 Counseling Theories and Techniques II (12 week)
- EDU 55200 Career Counseling-Theory/Practice
- EDU 53200 Introduction to Group Counseling
- EDU 59001 Research in Counseling & Guidance

**Concentration-Specific Courses (min of 9 hours of unique courses for this concentration):**

- EDU 5xx00 Organization & Development of Student Affairs (new course; 3 credits)
- EDU 58000 Addictions and Trauma (CMHC/SA)
- EDU 5xx00 Practicum in Student Affairs (new course; 3 credits)
- EDU 5xx00 Advanced Practicum in Student Affairs (new course; 3 credits)
- EDU 5xx00 Internship in Counseling and Student Affairs (new course; 3 credits)
- EDU 5xx00 Advanced Internship in Counseling and Student Affairs (new course; 3 credits)

**Will new courses be created for this concentration?**

Yes

No

**If yes, list new courses and if proposals have been submitted:**

- EDU 5xx00 Organization and Development in Student Affairs (3 credits)
- EDU 5xx00 Practicum in Student Affairs (3 credits)
- EDU 5xx00 Advanced Practicum in Student Affairs (3 credits)
- EDU 5xx00 Internship in Counseling and Student Affairs (3 credits)
- EDU 5xx00 Advanced Internship in Counseling and Student Affairs (3 credits)

Proposals have not yet been submitted.

**Learning outcomes (e.g., unique knowledge or abilities, capacity to identify and conduct original research, ability to communicate to peer audiences, critical thinking and problem-solving skills, etc.):**

Although this concentration will not be CACREP-accredited initially, we will be following the professional standards of CACREP, our accrediting body, in building the unique learning outcomes for the Student Affairs concentration. The list of CACREP standards include:

- history and development of student affairs
- organizational, management, and leadership theories relevant to higher education
- roles and settings of student affairs professionals
- roles of student affairs professionals in relation to the operation of the institution's emergency management plan, and crises, disasters, and trauma
- roles of student affairs professionals in collaborating with personnel from other educational settings to facilitate college and postsecondary transitions
- models of violence prevention in higher education settings
- current trends in higher education and the diversity of higher education environments
- organizational culture, budgeting and finance, and personnel practices in higher education
- environmental, political, and cultural factors that affect the practice of counseling in higher education settings
- influence of institutional, systemic, interpersonal, and intrapersonal barriers on learning and career opportunities in higher education
- policies, programs, and services that are equitable and responsive to the unique needs of individuals in higher education settings
- unique needs of diverse individuals in higher education settings, including residents, commuters, distance learners, individuals with disabilities, adult learners, and student athletes, as well as nontraditional, international, transfer, and first-generation students
- higher education resources to improve student learning, personal growth, professional identity development, and mental health
- professional organizations, preparation standards, and credentials relevant to the practice of counseling in higher education settings
- legal and ethical considerations specific to higher education environments
- collaboration within the higher education community to develop programs and interventions to promote the academic, social, and career success of individuals in higher education settings
- use of multiple data sources to inform programs and services in higher education settings

Based upon this full CACREP standards list, we will be dividing SLO's across four courses:

**EDU50200 Professional Orientation and Ethics (SC/SA)**

- history and development of student affairs
- roles and settings of student affairs professionals
- legal and ethical considerations specific to higher education environments
- professional organizations, preparation standards, and credentials relevant to the practice of counseling in higher education settings

**EDU 5xx00 Organization and Development in Student Affairs**

- organizational culture, budgeting and finance, and personnel practices in higher education
- organizational, management, and leadership theories relevant to higher education
- roles of student affairs professionals in collaborating with personnel from other educational settings to facilitate college and postsecondary transitions



- policies, programs, and services that are equitable and responsive to the unique needs of individuals in higher education settings
- higher education resources to improve student learning, personal growth, professional identity development, and mental health
- environmental, political, and cultural factors that affect the practice of counseling in higher education settings
- roles of student affairs professionals in relation to the operation of the institution's emergency management plan, and crises, disasters, and trauma
- use of multiple data sources to inform programs and services in higher education settings

**EDU 5xx00 Practicum in Student Affairs + EDU 5xx00 Advanced Practicum in Student Affairs**

- unique needs of diverse individuals in higher education settings, including residents, commuters, distance learners, individuals with disabilities, adult learners, and student athletes, as well as nontraditional, international, transfer, and first-generation students
- influence of institutional, systemic, interpersonal, and intrapersonal barriers on learning and career opportunities in higher education
- models of violence prevention in higher education settings

**EDU 5xx00 Internship in Student Affairs + EDU 5xx00 Advanced Internship in Student Affairs**

- current trends in higher education and the diversity of higher education environments
- collaboration within the higher education community to develop programs and interventions to promote the academic, social, and career success of individuals in higher education settings

**Name of Person who Submitted Proposal:** Brett Wilkinson, Ph.D., LMHC

**Contact Information (phone or email):** [wilkinsb@pfw.edu](mailto:wilkinsb@pfw.edu)

## Liaison Librarian Memo

Date: September 6, 2022

From: Denise Buhr

To: Brett Wilkinson

Re: Student Affairs concentration in Counselor Education

Describe availability of library resources to support proposed new program:

Helmke Library provides a number of education, psychology, sociology, and other databases, as well as journals, books, and media in these areas that are applicable to the research needs of students in the current Counselor Education concentrations of school counseling and clinical mental health counseling. Document Delivery Services provides additional access to materials not available in this library. A limited number of new one-time purchases, such as books and media, can be added throughout the academic year from the library's materials budget as long as funds are available. This new concentration overlaps in core curriculum with the other counseling areas and according to the School of Education's proposal will not require additional material resources at this time.

Comments:

According to the proposal, only 6 additional graduate students could enroll in this concentration in its first year due to accreditation standards. While this is a small number of students, it does raise the possibility of additional services being needed, including librarian consultations and/or increased Document Delivery and Interlibrary Loans at additional costs. Supporting this concentration appears doable at this time with the library's current resources. However, if this concentration (or any areas in the School of Education) grows and expands, the kind and number of resources required would have to be revisited, including the need for a dedicated liaison librarian for the School of Education.

*Denise Buhr*

*9/6/22*

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Liaison Librarian Signature

Date