

MEMORANDUM

TO: 2023-2024 Senate Executive Committee
FROM: K. Fineran
Chair, Graduate Subcommittee
DATE: May 8, 2023
SUBJECT: Graduate Concentration in College Counseling and Student Affairs

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 College Counseling and 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
Kate White
Sarah Wagner
Hadi Alasti
Elliot Barger

Opposed

Absent

Ebenezer Amartey

Non-Voting

Abraham Schwab
Terri Swim
Nurgul Aitalieva (PU Liaison)

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:

Name of Person who Submitted Proposal:

Contact Information (phone or email):

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: College Counseling and Student Affairs (CCSA)

CIP Code: 13.1101

Effective Date (Session and Academic Year): Fall 2024

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 College Counseling and Student Affairs concentration (CCSA) will provide graduates with the skills and degree requirements necessary for employment as student affairs professionals in college and/or university settings plus a path towards state licensure as a mental health counselor (i.e., LMHC).

Justification

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

Need for the concentration:

The CCSA concentration prepares students to be both a university student affairs administrator and a licensed counselor. It essentially serves as an “expanded” version of our 48-credit Student Affairs (SA) concentration. Whereas the 48-credit SA concentration leads only to a Master’s degree, this 60-credit CCSA concentration provides students with the opportunity to meet licensure eligibility standards as a licensed mental health counselor (i.e., LMHC).

Whereas students seeking the 48-credit SA concentration are often employed at a college or university and seeking a Master’s degree for promotion, students seeking the 60-credit CCSA concentration will have an interest in working for universities, but enjoy the flexibility of a mental health counseling license that allows them to work as a university administrator, a counselor in the community, or a counselor on university campuses. This flexibility makes our CCSA concentration unique in our field. In addition, the new PFW Student Counseling Center can serve as a reliable internship site for CCSA students to provide additional support to students on campus. There is a need for this concentration not only in the wider profession, but right here at PFW.

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. To our knowledge, there are three (3) Master's degrees in Higher Education in Indiana (Ball State, Indiana University, and Indiana State University) that offer a general Student Affairs (SA) program, but none that provide a 60-credit CCSA concentration with licensure eligibility. Those programs focus on administrative skills training rather than counselor development, positioning students on our CCSA track for a wider variety of career opportunities across both university and community counseling settings.

Target audience, including the expected number of students:

Prospective students who would like to work at the college/university level to provide direct counseling and student affairs services to college students. We’ll launch this concentration with six (6) students, 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 or internship. Capping enrollment at 36 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 CCSA 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. Furthermore, the new PFW Student Counseling Center will be a prime location for CCSA students to complete internship hours, thus providing the university with additional supports.

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

All four program concentrations (clinical mental health counseling; school counseling; student affairs; college counseling and student affairs) 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 four tracks. The 60-credit CCSA concentration blends course options from the CMHC concentration with course options from the SA concentration, with the addition of a Seminar in Student Affairs Leadership course (proposal forthcoming). In essence, this concentration prepares students to be both a university student affairs administrator and a licensed counselor.

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 (30 credits):

- EDUC 50200 Professional Orientation and Ethics (3 credits)
- EDUC 50601 Essential Counseling Skills (3 credits)
- EDU 50300 Counseling Theories and Techniques I (3 credits)
- EDU 51400 Lifespan Development (3 credits)
- EDU 56400 Child and Adolescent Counseling (3 credits)
- EDU 57500 Multicultural Counseling (3 credits)
- EDU 50400 Counseling Theories and Techniques II (3 credits)
- EDU 55200 Career Counseling-Theory/Practice (3 credits)
- EDU 53200 Introduction to Group Counseling (3 credits)
- EDU 59001 Research in Counseling & Guidance (3 credits)

Concentration-Specific Courses (30 credits):

- EDU 56300 Foundations of Mental Health Counseling (3 credits)
- EDU 50500 Individual Appraisal: Principles and Procedures (3 credits)
- EDU 52700 Diagnosis and Treatment Planning (3 credits)
- EDU 53700 Organization & Development of Student Affairs (new course; 3 credits)
- EDU 58000 Addictions and Trauma (3 credits)
- EDU 5xx00 Seminar in Student Affairs Leadership (new course; 3 credits)
- EDU 52401 Practicum in Student Affairs (new course; 3 credits)
- EDU 52501 Advanced Practicum in Student Affairs (new course; 3 credits)
- EDU 55001 Internship in Student Affairs (new course; 3 credits)
- EDU 55002 Advanced Internship in 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 Seminar in Student Affairs Leadership (3 credits; **unsubmitted**)

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 initially be accredited, we will follow the professional standards of CACREP, our accrediting body, in building the unique learning outcomes for the CCSA concentration. For CCSA, the list of concentration-specific 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 established courses:

EDU50200 Professional Orientation and Ethics

- 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 53700 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 52401 Practicum in Student Affairs + EDU 55001 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 52402 Internship in Student Affairs + EDU 55002 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

Liaison Librarian Memo

Date: March 21, 2023

From: Denise Buhr

To: Brett Wilkinson

Re: College Counseling and Student Affairs (CCSA) concentration

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 other counseling areas including the recently approved concentration in Student Affairs in Counselor Education and will not require additional material resources at this time.

Comments:

Per information received on this new concentration, only 6 students total will be enrolled in both this and the Student Affairs concentrations. While this is a small number of students, any additional students, courses, or programs does raise the possibility of additional services being needed that were not anticipated, 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, it should be noted that, in Fall 2023, the responsibilities of the liaison librarian for the School of Education will be added to the duties of a librarian with multiple liaison areas already. If this concentration (or any areas in the School of Education) grows and/or 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

3/21/2023

Liaison Librarian Signature

Date