CACREP Mid-Cycle Report

I. CHANGES IN FACULTY

Please indicate any changes in faculty that have occurred since your last on-site visit. If there are faculty members who are no longer with the program(s), discuss the effect of the change on teaching assignments, faculty load, etc.

Constance J. Deuschle is no longer with the program. Since her position was filled, there is no appreciable affect on teaching assignments, faculty load, or the program.

If new faculty members have hired to fill open or new positions, please submit their names, teaching assignments, and copies of their current vitae. Include a discussion of how the addition affects the program(s). If replacement(s) have not been hired, what is the status of the replacement plans/process.

Jill K. Bryant was hired to replace Constance J. Deuschle. Dr. Bryant has been an Assistant Professor of Counseling and Human Services since 2007. She did her graduate work in School Counseling at the University of Northern Iowa. She completed her doctoral studies at the University of Iowa, and received her Ph.D. in Counseling Education in 2005. She is certified as a National Certified Counselor, and a Mental Health Counselor in Iowa. She has served as a Licensed Mental Health Counselor at the Family Psychology Associates in Cedar Rapids, Iowa, and has had seven years experience as a school counselor. Dr. Bryant has also published several articles for Professional School Counseling. Her curriculum vita is included.

Dr. Bryant’s teaching assignment includes:

- Individual Appraisal: Principles and Procedures, Summer 2009
- Lifestyle and Career Development, Summer 2008, Summer 2009
- Personality Development: Growth of Normal and Deviant Styles, Fall 2007, Fall 2008
- Internship in School Counseling, Spring 2005, Fall 2007, Spring 2008, Fall 2008
- Practicum in School Counseling, Spring 2008, Spring 2009
- Practicum in Community Counseling, Spring, 2009
- Introduction to Group Counseling, Spring 2008, Spring 2009
- Reference Group, Fall 2007
- Laboratory in Counseling and Guidance, Fall 2008

Yvonne I. Larrier was hired to fill a new position. Bryant has been an Assistant Professor of Counseling and Human Services since 2007. She did her graduate work in Community Counseling at Andrews University in Michigan. She completed her doctoral studies at the Capella University, and received her Ph.D.
in Educational Psychology in 2006. She has served as a Professional School Counselor at the DeKalb County School System in Decatur, Georgia, and has also served as a social worker for a number of years. Her curriculum vita is included.

Dr. Larrier’s teaching assignments include:

- School Counseling (G 562)
- Community Counseling Internship (G550)
- Counseling Group Laboratory (G501)
- Life Span Development (P514)
- Research in Counseling and Guidance (G 590)
- Multicultural Counseling (G575)
- School Counseling Practicum (G524)

Both Dr. Bryant and Dr. Larrier provide students with the experiences of instructors from a variety of experiences and training, which only serves to strengthen the program. Their inclusion also provides opportunities to offer increased courses and course sections during the academic year, and keeps the teacher-student ratio low. Dr. Bryant and Dr. Larrier provide expertise in school counseling and also have expertise as community/mental health counselors.

II. CHANGES IN CURRICULUM

For each program area accredited, please explain any changes in the curriculum that may have occurred since your last on-site visit. Comment on any courses dropped, revised significantly, or added to the program. Rationales for the changes should be provided, as well as a discussion on continued compliance with the CACREP standards. For revised or new courses, be sure to include the syllabi.

There have been no substantial changes since the last on-site visit; however, the Counseling and Human Services faculty have initiated several changes reflecting CACREP standards, which are pending approval by specific universities entities. These proposed changes include changing the name of the Community Counseling program to Clinical Mental Health Counseling. CACREP will no longer accredit (removed the ed) the Community Counseling program, and in order to maintain accreditation, the Clinical Mental Health Counseling program needs university approval by the end of 2009. Additionally, four classes have been added to the Clinical Mental Health Counseling program to meet the CACREP 2009. These four courses include:

- G525 Advanced Practicum
- G567 Introduction to Family and Marriage Counseling
- G595 Workshop on Counseling or a counseling elective
- G596 Counseling Supervision

These courses are not new or revised courses. Based on CACREP recommendations, G501 Counseling Group Laboratory was removed from the revised program and replaced by a counseling skills course and an advance foundations course. G598 Comprehensive Examination in Counseling
and G598 Specialized Project in Counseling were eliminated. The total credit hours of the Clinical Mental Health Program are 60 semester credit hours, as required by CACREP standards.

The only changes for the School Counseling program was the elimination of G501 Counseling Group Laboratory based on CACREP recommendations. The total credit hours of the School Counseling program are 48 semester hours.

III. CHANGES IN CLINICAL INSTRUCTION

Please indicate any changes that have occurred in clinical instruction (i.e., practicum and internship) since your last on-site visit. Changes that must be addressed include clock hour requirements, supervision requirements, decisions regarding the on-site placements, and changes in counseling laboratory.

Based on CACREP recommendations, G501 Counseling Group Laboratory has been eliminated. A new practicum manual was created so that school counseling students could do their practicum in a school rather than in a community setting. Prior to this all students had to do their practicum in a community setting. Presently, they have the option to do their practicum in a school or a community setting. The school counseling practicum only requires 40 direct hours, which is in line with CACREP standards, while the community manual still requires 50 direct hours in order to meet state requirements for licensure.

IV. CHANGES IN PROGRAM OPERATIONS

Describe any changes in support services, budget and funding sources, and student enrollment figures that have occurred since your last on-site visit. Discuss the impact of those changes. Please provide an FTE student to faculty ratio for the past year.

The Department of Counseling and Human Services and Educational Leadership, and the Department of Special Education has been consolidated to form the Department of Professional Education Services. This consolidation allows resources to be used more efficiently.

A new advisor was hired for the Student Service Center. This advisor will focus on advising graduate students, which include students enrolled in Counseling and Human Services programs. This will greatly facilitate the advising process for graduate students.

The student to faculty ratio for the past year was 6.6 to 1.

V. PROGRAM EVALUATIONS

CACREP accreditation requires that program evaluations and follow-up studies occur at least every three years. Please indicate when the last program evaluation occurred and when the next one is planned. Describe
the process implemented, who is included/involved in the processes, and how the results are used for program development. A sample evaluation form and a summary of the most recent evaluation results must also be included.

A unit assessment is a comprehensive and integrated set of evaluation measures that provides information for use in monitoring candidate performance and improving programs within the School of Education. It includes assessments of individual candidates, programs, and services provided to students including advising, counseling, and career placement.

Data are aggregated by each program areas, and are used to make programmatic and curricular changes. IU South Bend is required to develop and implement a unit assessment system by NCATE its accrediting agency. In addition, it is sound educational practice at all levels to use data to inform decisions. The department is required to submit an Annual Report and a Three Year Report.

Department Heads are responsible for submitting a program assessment report per the request of the University Assessment Committee. This is due at the end of May each year. The Counseling and Human Services Program and the Educational Leadership Program submit separate reports. Reports follow the University Assessment Committee format and are shared with faculty and the Dean before submitted to the committee. The 2008-2009 Annual Report for the Counseling Program is included.

Department Heads are also responsible for submitting three-year reports to the University Assessment Committee and participating in a panel discussion to respond to questions. The Counseling and Human Services Program and the Educational Leadership Program submit separate reports. Reports follow the University Assessment Committee format and are shared with faculty and the Dean before submission to the committee.

VI. PROGRAM IMPROVEMENT AND INNOVATION
The CACREP Standards are not intended to discourage creativity on the part of the program faculty. Please share new approaches undertaken or considered by your program(s) that are designed with program development and improvement in mind.

Dr. Yvonne Larrier received an internal grant to develop P514 as an online course. The course was offered in Spring 2009 and data from students is still being analyzed.

VII. ISSUES AND QUESTIONS
Please take a moment to identify any issues, problem standards, or questions that you would like to see addressed by the CACREP Staff or Board of Directors.
None at this time.