



Council for Accreditation of Counseling and Related Educational Programs

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February 25, 2022

Dr. Deborah J. Curtis
Office of the President
Parsons Hall 208
Indiana State University
200 North Seventh Street
Terre Haute, Indiana 47809

Dear Dr. Curtis:

The Board of Directors of the Council for Accreditation of Counseling and Related Educational Programs (CACREP) met January 13-14, 2022, for the purpose of making accreditation decisions. Two counseling specialty areas and a doctoral program housed in the Bayh College of Education at Indiana State University were reviewed under the 2016 CACREP Standards. The Board made the following decisions:

Clinical Mental Health Counseling (M.S. degree)

In-person delivery format

Accredited: Two-Year Period through March 31, 2024

School Counseling (M.Ed. degree)

In-person and hybrid delivery formats

Accredited: Two-Year Period through March 31, 2024

Counselor Education and Supervision (Ph.D. degree)

In-person delivery format

Accredited: Two-Year Period through March 31, 2024

The Board based the above listed accreditation decisions on an extensive review of the self-study documents, the site review team's report, and the institution's response to the site review team's report. Please note that when the CACREP Board grants accreditation for a two-year period, the Board believes that the specialty areas and doctoral program substantially meet the requirements for accredited status, but there are one or more standards-related deficiencies that the Board desires to see addressed more thoroughly by the counseling program.

Although these specialty areas and the doctoral program have standards cited, as outlined starting on page 3 of this letter, the faculty deserve to be congratulated for the time, energy, and commitment that they have given throughout this accreditation process. CACREP recognizes that this has been a cooperative endeavor and believes that the requirements can be met within the prescribed two-year period.

Prior to the expiration of the two-year period, the counseling program must submit an Interim Report to the Board. This report should provide evidence that the standards-related requirements have been addressed. The report should be submitted via [CACREP's online report submissions portal](#), no later than October 1, 2023. This deadline allows for the Board's review of the Interim Report at its January 2024 meeting. In the event of a favorable review by the Board at that time, the accredited status of the specialty areas and the doctoral program would continue with a cycle end date of March 31, 2030.

The CACREP Board approved additional retroactive recognition for program graduates ([CACREP Policy 5.a](#)) for programs adding a new specialty area or doctoral program whose site visits were delayed due to COVID-19. The length of added time is based on the length of the delay that occurred. Based on this decision, retroactive recognition of graduates from the Counselor Education and Supervision doctoral program will extend back to January 14, 2020. Because this is a reaffirmation of accreditation for the Clinical Mental Health Counseling and School Counseling specialty areas, the additional retroactive recognition for program graduates is not applicable to them.

A certificate of accreditation will be sent directly to Dean Balch. On behalf of the CACREP Board, I would like to extend my thanks to you and your administration for the support provided to the counseling program throughout the accreditation process. Administrative support is considered vital to the process of continuous improvement of higher education programs. Once again, congratulations are extended to all of those involved in making this a successful accreditation review process.

Sincerely,

A handwritten signature in blue ink that reads "M. Sylvia Fernandez, Ph.D.".

M. Sylvia Fernandez, Ph.D.
President and CEO

Enclosure

cc: Dr. Bradley Balch, Interim Dean, Bayh College of Education
Dr. Christine MacDonald, Chair, Department of Applied Clinical and Educational Sciences
Dr. Tonya Balch, CACREP Liaison

Standards to be Addressed in the Interim Report

Section 1: The Learning Environment

Standard X

Provide evidence that all core counselor education program faculty identify with the counseling profession through sustained memberships in professional counseling organizations, and by showing evidence of sustained professional development and renewal activities related to counseling, and research and scholarly activity in counseling commensurate with their faculty role. The Board recognized an institutional commitment to support core faculty engagement and identification with the counseling profession, but request evidence of sustained engagement by all core faculty. For informational purposes, the Glossary to the 2016 Standards includes a definition for [professional counseling organizations](#).

Section 2: Professional Counseling Identity

Standards F.3.a-i; 8.a-j

Provide evidence that the content specified in these standards is covered in the required entry-level curriculum. The Board indicated that the information in the syllabi provided and presented in the institution's response to the site review team's report was too generic to determine coverage in relation to the content specified in the CACREP standards, or there were no indications that the specified content was included.

F.3 Human Growth and Development

- a. theories of individual and family development across the lifespan
- b. theories of learning
- c. theories of normal and abnormal personality development
- d. theories and etiology of addictions and addictive behaviors
- e. biological, neurological, and physiological factors that affect human development, functioning, and behavior
- f. systemic and environmental factors that affect human development, functioning, and behavior
- g. effects of crisis, disasters, and trauma on diverse individuals across the lifespan
- h. a general framework for understanding differing abilities and strategies for differentiated interventions
- i. ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan

F.8 Research and Program Evaluation

- a. the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice
- b. identification of evidence-based counseling practices
- c. needs assessments
- d. development of outcome measures for counseling programs
- e. evaluation of counseling interventions and programs
- f. qualitative, quantitative, and mixed research methods
- g. designs used in research and program evaluation
- h. statistical methods used in conducting research and program evaluation
- i. analysis and use of data in counseling
- j. ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation

Standard 2.F.5.c (CMHC only)

Provide evidence that theories, models, and strategies for understanding and practicing consultation are covered in the required curriculum for the Clinical Mental Health Counseling specialty area.

Standard 2.F.5.m (SC only)

Provide evidence that crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid are covered in the required curriculum for the School Counseling specialty area. The

Board noted that the program is planning to cover this content in *COUN 634 Practicum* and *COUN 731 Organization and Administration of Guidance Programs*.

Section 3: Professional Practice

Standard P

Provide evidence that all site supervisors are required to have relevant training in counseling supervision. The Board noted the program's plans to develop training videos, but request evidence that site supervisors have received training in counseling supervision and that the program systematically verifies and tracks that site supervisors have such training.

Standard Q

Provide evidence that orientation and professional development opportunities are provided by counselor education program faculty to site supervisors.

Section 4: Evaluation in the Program

Standard D

Provide evidence that the counselor education program faculty disseminate an annual report that includes, by program level: (1) a summary of the program evaluation results, (2) subsequent program modifications, and (3) any other substantial program changes. Provide evidence also that the report is published on the program website in an easily accessible location, and students currently in the program, program faculty, institutional administrators, and personnel in cooperating agencies (e.g., employers, site supervisors) are notified that the report is available. The Board noted that while the program provided data reports for AY 2019-2020, these had not yet been posted to the website due to website changes, and there was no evidence that constituents were notified that the reports were available. In addition, the Board emphasized that the annual program evaluation reports should reflect the data points identified in the comprehensive assessment plan for program evaluation and student learning; not just indicators on the institutional SOASR reports. While the SOASR reports address the institutional requirements for data reporting, they do not address all related CACREP requirements.

Standard F

Provide evidence that the assessment of each student's progress throughout the program includes review or analysis of the data resulting from the assessment of the program's identified key performance indicators.

Section 5: Entry-Level Specialty Areas G. School Counseling

Standards 2.h, i, m

Provide evidence that the content reflected in these standards is covered in the required School Counseling curriculum.

2. Contextual Dimensions

- h. common medications that affect learning, behavior, and mood in children and adolescents
- i. signs and symptoms of substance abuse in children and adolescents as well as the signs and symptoms of living in a home where substance use occurs
- m. legislation and government policy relevant to school counseling

Section 6: Doctoral Standards Counselor Education and Supervision

A. The Doctoral Learning Environment

Standard 6

Provide evidence that the program has a minimum of 5 qualifying core faculty. As noted above (Standard 1.X), the program must provide evidence that all designated core faculty engage in ongoing, sustained activities that demonstrate identification with the counseling profession. Please see [Guiding Principles for the 2016 Faculty Standards](#) for information on the core and non-core faculty designations in the CACREP Standards.

B. Doctoral Professional Identity

Standards 1.b-e; 4.a-l; 5.a-f, h-l

Provide evidence that the content specified in these standards is covered in the required doctoral curriculum.

1. Counseling

- b. integration of theories relevant to counseling
- c. conceptualization of clients from multiple theoretical perspectives
- d. evidence-based counseling practices
- e. methods for evaluating counseling effectiveness

4. Research and Scholarship

- a. research designs appropriate to quantitative and qualitative research questions
- b. univariate and multivariate research designs and data analysis methods
- c. qualitative designs and approaches to qualitative data analysis
- d. emergent research practices and processes
- e. models and methods of instrument design
- f. models and methods of program evaluation
- g. research questions appropriate for professional research and publication
- h. professional writing for journal and newsletter publication
- i. professional conference proposal preparation
- j. design and evaluation of research proposals for a human subjects/institutional review board review
- k. grant proposals and other sources of funding
- l. ethical and culturally relevant strategies for conducting research

5. Leadership and Advocacy

- a. theories and skills of leadership
- b. leadership and leadership development in professional organizations
- c. leadership in counselor education programs
- d. knowledge of accreditation standards and processes
- e. leadership, management, and administration in counseling organizations and other institutions
- f. leadership roles and strategies for responding to crises and disasters
- h. current topical and political issues in counseling and how those issues affect the daily work of counselors and the counseling profession
- i. role of counselors and counselor educators advocating on behalf of the profession and professional identity
- j. models and competencies for advocating for clients at the individual, system, and policy levels
- k. strategies of leadership in relation to current multicultural and social justice issues
- l. ethical and culturally relevant leadership and advocacy practices

C. Doctoral Level Practicum and Internship

Standard 6

Provide evidence that doctoral students are covered by individual professional counseling liability insurance while enrolled in practicum, and that the program consistently documents and tracks that this requirement is met for all doctoral students. The Board noted the program's intent to ensure that documentation of current insurance for all doctoral students will be kept on file in the future.

Standard 7

Provide evidence that all doctoral students complete internships that total a minimum of 600 clock hours and that, for each student, those 600 hours include supervised experiences in at least three of the five doctoral core areas (counseling, teaching, supervision, research and scholarship, leadership and advocacy). In addition, the program should demonstrate that it consistently verifies, documents, and tracks this requirement is met for all doctoral students.