

**Indiana Commission for Higher Education
Indiana Board for Proprietary Education**

**Out-of-State Institutions and
In-State Proprietary Institutions Offering Instruction in Indiana
with a Physical Presence in the State**

DEGREE APPLICATION
(New or Renewal program)

Name of Institution	American College of Education	
Name of Program	M.Ed. in School Counseling (CIP Code: 13.1101 Counselor Education/School Counseling and Guidance)	
Level of Degree (AAS, AS, AA, BAS, BA, BS, MBA, MAS, MA, MS, Ph.D.)		M.Ed.
Name of Person Preparing this Form	Karen Swenson, Sr. VP Regulatory Affairs Karen.Swenson@ace.edu	
Telephone Number	317-829-9376	<u>Application Type</u>
Date the Form was Prepared	January 7, 2016	✓ Initial or Renewal

(Revise date after any revision)

Program Description

School counselors are professionals embracing the role and responsibilities of an advocate for change within the dynamic setting of a K-12 environment. This program is designed for experiential learning, through the exploration of counseling theories and models embedded in real contexts which challenge current understandings. By examining values, beliefs, and attitudes; and through the use of standards and principles, learners engage in activities to enhance leadership and collaboration which shapes the culture and dynamics of the school environment.

Program Rationale

According to the Indiana School Counselor Association, Indiana currently ranks 44th nationally in the ratio of counselors to students. Nationally, the U.S. Department of Labor indicates 248,000 school counseling jobs were available in 2004, 262,300 available in 2012, and is projecting a need of an additional 31,200 by 2022 due to a 12% increase in demand.

In addition to providing a variety of social and emotional support for students, and responding to the need for intervention and prevention of bullying and other school violence situations, counselors are charged with student scheduling and a variety of other academic issues.

At the high school level, nearly 20% of all incoming freshman are required to take remedial courses (Complete College America, 2012) which are scheduled by school counselors. Effective school counselors will need to be in place in order to provide support critical for student success.

With Indiana now requiring high schools to offer at least two dual credit courses for students, and dual credit enrollment expanding nationally from 12,000 to 30,000 students in a three-year span between

2011 and 2014, there will be an increased need for school counselors who are qualified to effectively schedule and support students, teachers, administrators, and parents through the challenges of successfully managing the more complex requirements.

As schools continue to experience increasing enrollments of diverse student populations with unique academic, social, and emotional needs, school counselors must demonstrate the ability to identify, comprehend, analyze, synthesize, and evaluate the basic principles, fundamental concepts, and essential content defined in state standards, and to apply that knowledge to the tasks of serving diverse populations of students in educational settings.

For example, to help meet the national STEM focus, school counselors are important. According to U.S. Census Bureau, statistics indicate only 6% of African-American, 6.5% Hispanic, and 14.5% of Asians are currently employed in STEM areas in contrast to 71% white. The disparity in STEM spills over across gender lines as well, with only 22% of female graduate students in engineering and 25% in computer sciences leading to represent 26% of STEM employees in the workforce during 2011 (Landivar, 2013). Balancing the issues of equity and accessibility in schools across the nation will depend heavily on qualified school counselors, who are effective in promoting and communicating educational opportunities while guiding students and their families.

As accountability standards for schools continue to rise in conjunction with growing social and emotional needs of students and school communities, licensed school counselors who can effectively embrace the role and responsibilities of serving as an advocate for positive change within their dynamic and diverse K-12 settings will play a critical role in the overall level of academic, social, and emotional health of students. Furthermore, their support will enable diverse student populations to experience higher levels of postsecondary college and career readiness.

The effectiveness of school counselors depend on their exposure to experiential learning prior to setting foot on campus. This can be done through the exploration of counseling theories and models embedded in real contexts which challenge current understandings. Ultimately, aspiring school counselors who embrace the examination of values, beliefs, and attitudes through the use of standards and principles, and have engaged in activities to enhance leadership and collaboration, will be able to effectively assist school leaders, teachers, students, and the school community in shaping the culture and dynamics of the school environment.

I. PROGRAM OBJECTIVES: Describe what the program is designed to achieve and explain how it is structured in order to accomplish the objectives.

Program Outcomes

1. Evaluate key components of a school counseling program formulated from results-based processes which analyze individual and responsive services, direct and indirect student services, and approaches to collaboration and consultation strategies.
2. Establish foundational philosophies and principles to deliver effective individual, group, and classroom guidance, serving a range of critical issues by assessing, designing, and creating planned engagement.
3. Utilize foundational knowledge and understanding of theories and models to shape interaction, relationship building, and application of techniques and strategies as a means to influence change.
4. Demonstrate appropriate attitudes through the use of essential abilities and skills required for the roles and responsibilities of a school counselor including integrating the knowledge of human growth and development by planning, developing, and implementing appropriate levels of interaction for children and adolescents.
5. Integrate the knowledge of human growth and development by planning, developing, and implementing appropriate levels of interaction for children and adolescents.
6. Establish assessable methodologies to engage individuals, groups, and classes in direct experiences relevant to life.
7. Design ways to assess, counsel, and inform stakeholders of historical, present, and future issues and concerns influencing current choices and behaviors.
8. Apply and model ethical standards framed by principles integral to the counseling profession which ensures and promotes academic achievement, career potential and planning, and individual development on a personal and social level.
9. Select techniques and strategies to empower diversity in perspectives, understanding of cultural and social characteristics as an avenue to identify and eliminate barriers to personal and social interaction.
10. Engage in activities demonstrating a commitment to personal and professional growth within the field of school counseling.
11. Utilize a systems approach to program analysis and evaluation, conceptualizing ways to integrate theories, models, and strategies which measure outcomes, assess the value of intervention, and use of technology while promoting relationships.
12. Demonstrate the ability to manage, direct, deliver and report on program components supporting academic achievement, career development, and personal/social qualities essential for learning, occupational planning, and relevant lifespan values.

II. PROGRAM STRUCTURE: List all courses in the program. Indicate course name, course number, and number of credit hours or clock hours for each course.

Name of Program:	Master of Education in School Counseling		
Total Course Hours:	49	Check one:	Quarter Hours
			Semester Hours <input checked="" type="checkbox"/>
			Clock Hours
Tuition :	\$12,155	Length of Program:	24 months

<u>Course Number</u>	<u>Course Title</u>	<u>Course Hours</u>
COUN5343	<p>Principles of School Counseling</p> <p>This overview investigates the roles, functions, and responsibilities of school counselors as an aspect of a broader community of service, including health care systems, external agencies and interorganizational relationships. Theories, principles and models are introduced in their historical context as a contrast to the growing need for specializations. A personal examination of beliefs, attitudes, and philosophy is conducted as part of a professional self-evaluation. Note: <i>Counselor specialists who focus on given areas: virtual school, ensuring all children can learn, career development, personal development, basic communication, decision-making and problem-solving, interpersonal relationship, school/home/community partnerships.</i></p>	3
ED5543	<p>Foundations of Ethical Practice</p> <p>Examining personal beliefs and values helps to shape an ethical stance required of professionals. In this course, legal and professional issues frame approaches to handling sensitive materials, incorporating technology, and ways to evaluate, assess and interpret data. This requires understanding the ethical nature of working within a diverse environment formed by a pluralistic society. Learners compare leadership and decision-making models as a framework for modeling ethical behavior.</p>	3
CI5313	<p>Curriculum and Instruction Design for Diversity</p> <p>This course assists students in developing rigorous, appropriate curriculum and instruction. Multiculturalism, culturally relevant pedagogy, differentiated instruction, and thematic, interdisciplinary unit planning are emphasized. Using a curricular framework, students plan, evaluate, reflect on, and adapt curricula experiences that build successful learning environments for all learners including English language learners.</p>	3
ED5553	<p>Crossing the Lifespan of Human Development</p> <p>Utilizing theories and principles, critical issues related to human development across the lifespan are considered. These concerns are woven into physical and social, affective and cognitive domain changes influenced by family dynamics, education, relationships, and individual perspectives. This course addresses the impact of change across time and circumstances as a way to guide life choice responses.</p>	3

Course Number	Course Title	Course Hours
RES5323	<p>Research Design and Application</p> <p>This course enables students to become informed consumers of research and to develop skills to prepare them to carry out action research in their schools and organizations. An emphasis is placed on providing students with knowledge they can apply in determining whether particular research findings are relevant to their leadership and instructional practices and to distinguish between trustworthy and non-trustworthy research. The course places action research within the context of various types of research and examines research in terms of basic concepts and various purposes, methods, data, and paradigms. Emphasis is placed on how research can become a vital and relevant tool for educational and organizational leaders.</p>	3
LEAD5403	<p>Leadership in School Counseling</p> <p>School counselors establish the level of student services critical for assessing student needs, designing intervention options, and analyzing the effectiveness of programs. This course utilizes leadership principles and theories as a framework for developing skills in collaboration, implementation, evaluation, and review of program components including the fidelity of recording keeping, use of database resources and referrals, gathering information to inform decisions. Academic performance, college and career guidance, and personal/social perspectives, including multicultural concerns are contrasted with program delivery, abilities and skills, and attitudes which influence outcomes.</p>	3
COUN5303	<p>Counseling and Career Program Development</p> <p>This course examines theories and models to foster college readiness and career development by considering assessment options, strategies for guiding career decisions, and utilizing technology. Elements of program design are evaluated, serving as a framework for delivering guidance lessons to special populations, small groups, and individuals within the context of a multicultural, global environment.</p>	3
ED5023	<p>Assessment Strategies</p> <p>Embracing the value of assessment and evaluation is the first step in improving learner outcomes through data-driven decision-making. This course develops relevant competencies and promotes a healthy balance of utilizing formative and summative assessments, evaluation practices, and data to inform and guide integrated curriculum development and instructional delivery. Assessments can provide facilitators with the knowledge and skills required to meet the needs of diverse learners in a variety of school and organizational settings.</p>	3
COUN5353	<p>Programs in School Counseling</p> <p>Counseling practice, performance, and research is regulated. This requires accountability, resource management, and a commitment to ensuring all students have appropriate services for their needs. This course explores current and future program issues impacting classrooms and schools, teachers and students in order to align practices and procedures. Consideration is given to ways schools function as advocates for social justice while encouraging higher aspirations for students. The role of technology is examined as an aspect of data-driven decisions focused on student support.</p>	3

Course Number	Course Title	Course Hours
COUN5363	<p>Techniques in School Counseling Utilizing theories and models, techniques and strategies are aligned for a selected audience. Hands-on applications are designed for rapport building, intervention, problem clarification, and establishing goals to create optional paths for success. This course is practical, guiding learners to use creative, student-focused approaches to assess issues in a timely manner through simple strategies and engage children and adolescence to foster genuine change.</p>	3
COUN5333	<p>Counseling Children and Adolescents Evidence-based counseling theories and techniques are researched to inform professional practice in recognizing and alleviating frequent issues experienced by children and adolescents. This course critiques ways to assess needs, build and establish relationships, and measure outcomes of a counseling plan. Common issues include depression caused by broken relationships, divorce, social and emotional problems. Consideration is given to ways the family, school, peer groups, and the community can identify and support healthy relationships.</p>	3
COUN5323	<p>Group Encounters This course explores the range of therapeutic factors influencing the types and functions of groups. A theoretical foundation is established to assess the approaches for creating an appropriate group environment, questioning strategies to engage, clarify, confront or interpret information, and techniques for measuring progress. The qualities of effective facilitation are evaluated as an aspect of continued relationship building. <i>Requires 10 hours of face-to-face or synchronous participation in small groups.</i></p>	3
COUN5313	<p>Responsive Counseling Responding to life events is an aspect of school counseling, including crisis management, trauma intervention, conflict resolution, and emergencies impacting individuals or the school as a whole. Research-based models, theories and strategies are examined as learners consider issues of exceptionality and diversity, family and community, and societal concerns such as divorce, suicide, grief, violence, abuse, neglect and terminal illness.</p>	3
COUN5373	<p>Practicum in School Counseling This practicum is formatted to provide specific practice with targeted situations in order to build and enhance skills and abilities when working with individual and group settings. Fees Apply. National Counselor Examination (NCE) – 100 hour practicum.</p>	3
COUN5301	<p>Internship in School Counseling (1 credit increments for a minimum of 6) Designed to apply the knowledge, skills, and abilities acquired through the program, the internship identifies a range of experiences in direct service to students in a school setting, including individual counseling, small group intervention, classroom guidance, and consultation with specialists and families. Fees Apply. National Counselor Examination (NCE) – 600 hour internship.</p>	6

Course Number	Course Title	Course Hours
COUN5091	Capstone Experience for School Counseling The Capstone Experience is designed for candidates to demonstrate and document the impact of their knowledge and competencies gained throughout, and as a result of studies related to School Counseling.	1

Program of Study

	T1	T2	T3	T4	T5	T6	T7	T8
Year 1	Principles of School Counseling	Foundations of Ethical Practice	Curriculum and Instructional Design for Diversity	Crossing the Lifespan of Human Development	Research Design and Application	Leadership in School Counseling	Counseling and Career Program Development	Assessment Strategies
Year 2	Programs in School Counseling	Techniques in School Counseling	Counseling Children and Adolescents	Group Encounters	Responsive Counseling			
	Practicum (100 clock hours in 11 weeks)		Internship (20 clock hours/week)	Internship (20 clock hours/week)	Internship (20 clock hours/week)	Internship (20 clock hours/week)	Internship (20 clock hours/week)	Internship (20 clock hours/week)

Program Alignment to Outcomes

School Counseling Program Outcomes	School Counseling Program Courses – Year 1										
	COUN 5343	ED 5543	CI 5313	ED 5553	RES 5323	LEAD 5403	COUN 5303	ED 6023	COUN 5353	COUN 5363	COUN 5333
1				X	X	X		X		X	X
2	X	X			X	X	X	X	X	X	
3	X	X			X	X				X	
4				X					X		X
5											
6			X	X					X	X	
7		X	X						X	X	X
8	X	X				X					
9			X	X			X	X	X	X	
10	X				X						
11	X		X		X		X	X		X	X
12			X		X	X		X	X		X

School Counseling Program Outcomes	School Counseling Program Courses – Year 2										
	COUN 5323	COUN 5313	COUN 5373	COUN 5301	COUN 5091						
1		X	X	X	X						
2	X		X	X	X						
3			X	X	X						
4	X		X	X	X						
5			X	X	X						
6	X		X	X	X						
7	X		X	X	X						
8		X	X	X	X						
9	X	X	X	X	X						
10			X	X	X						
11		X	X	X	X						
12	X	X	X	X	X						

Number of Credit/Clock Hrs. in Specialty Courses:	49	/		Percentage:	100%
Number of Credit/Clock Hrs. in General Courses:	0	/	0	Percentage:	0%
If applicable:					
Number of Credit/Clock Hrs. in Liberal Arts:	0	/	0	Percentage:	0%

III. LIBRARY: Please provide information pertaining to the library located in your institution.

Location of library:	Online, no single physical location
Hours of student access:	24 hours/day; 7 days/week. Always "open"
Part-time, full-time librarian/staff:	One full-time Librarian

ACE subscribes to specialized fee-based databases that provide students and faculty access to full-text books and journal articles. From the links in our CANVAS LMS, students and faculty can access indices of 48,000 journals, full-text articles from 10,000 journals, 500,000 education documents, 300,000 full text documents, approximately 3,600+ e-books, reports or monographs, Educational Resources Information Center (ERIC) documents and all online publications from the Government Printing Office. Students and faculty also benefit from direct subscription to several full-text education magazines.

Number of professional periodicals subscribed to:**EBSCO Discovery Service**

The EBSCO Discovery Service provides users with an easy, yet powerful means of accessing all of an institution's information resources through a single search. This is achieved by harvesting metadata from both internal (library) and external (data base vendors) sources, and creating a pre-indexed service of unprecedented size and speed.

Articles and E-Journals**Academic Search Complete**

Academic Search Complete offers an enormous collection of the most valuable full-text journals, providing users access to critical information from many sources unique to this database. In addition, this database is the leading source of peer-reviewed, full-text for STM research, as well as for the Social Sciences and Humanities. This scholarly collection offers unmatched coverage of information spanning a broad range of important areas of academic study, including anthropology, engineering, law, sciences and more.

- Producer: EBSCO
- Vendor: EBSCO
- Coverage: Over 13,780 indexed and abstracted journals
- Full text for more than 9,000 full-text journals, 7,850 peer-reviewed journals, as well as more than 900 eBooks

ArticleFirst

ArticleFirst is an index of 27 million articles created from the tables-of-contents of multi-disciplinary journals.

- Produced by: OCLC
- Vendor: OCLC FirstSearch
- Coverage: 16,000+ journals
- Full-text: none

Business Source Complete (EBSCO)

Business Source Complete includes indexing and abstracts for the most important scholarly business journals as far back as 1886. It includes both electronic journals and eBooks, as well as industry profiles, faculty seminar videos and SWOT analyses.

- Produced by: EBSCO
- Vendor: EBSCO
- Coverage: 2000 peer-reviewed journals; 3625 SWOT analyses; 57 faculty seminar videos; 10,270 case studies
- Full-text: 1800+ journals; 1000+ eBooks, reports and monographs

Child Development & Adolescent Studies (EBSCO)

Child Development & Adolescent Studies is an index of book reviews, articles, technical reports, theses, and dissertations related to growth and development of children through age of 21.

- Produced by: National Information Services Corporation, MD. Previously published by Society for Research in Child Development, 1927-2001.
- Vendor: EBSCO
- Coverage: 238 journals
- Full-text: none

ECO Electronic Collections Online

ECO Electronic Collections Online database contains bibliographic records of scholarly electronic journals that are owned and cataloged by OCLC member libraries.

- Produced by: OCLC
- Vendor: OCLC FirstSearch
- Coverage: 4.2+ million records; 5000+ journals
- Full-text: None

Education Abstracts/Full-Text (Wilson)

Education Abstracts/Full-Text indexes and abstracts articles from education journals published since 1983, education yearbooks published since 1994, and books in education published since 1995. Subjects covered include adult education, continuing education, library science, literacy standards, multicultural/ethnic education, teaching methods, and more.

- Produced by: H. W. Wilson Co., 1920-
- Vendor: EBSCO
- Coverage: 770+ journals, yearbooks, monographs
- Full-text: Yes – 350+ journals back to 1996

Education Source

Education Source is an authoritative online resource for Education research. According to EBSCO, this massive file offers the world's largest and most complete collection of full-text education journals. It is a bibliographic and full-text database covering scholarly research and information relating to all areas of education. Topics covered include all levels of education from early childhood to higher education, and all educational specialties, such as leadership, curriculum, instruction, multilingual education, health education, testing, administration, policy, funding, and related social issues.

- Produced by: EBSCO
- Vendor: EBSCO
- Coverage: 2,330+ journals plus books, monographs, conference papers, and proceedings
- Full-text: Yes - 1,800+ journals and 550+ books and monographs plus numerous conference papers and proceedings
- Includes: EBSCO's Professional Development Collection

Education Week

- Produced by: Editorial Projects in Education
- Vendor: EBSCO
- Coverage: one journal
- Full-text: yes

Educational Administration Abstracts

- Produced by: EBSCO
- Vendor: EBSCO
- Coverage: 199,000+ records dating back to 1966
- Full-Text: no, abstract only

Educational Administration Quarterly

- Produced by: Sage
- Vendor: EBSCO
- Coverage: one journal
- Full-text: yes

ERIC

The ERIC (Educational Resources Information Center) database is created and distributed free by the U. S. Dept. of Education. ERIC indexes and abstracts education journals, as well as published and unpublished books, monographs, curriculum guides, conference papers, proceedings, position papers, teaching guides, and other educational materials.

- Produced by: U. S. Dept. of Education, 1966-
- Vendors: <http://www.eric.ed.gov>, EBSCO, ProQuest, and OCLC
- Coverage: 1,100+ journals; 500,000+ other publications; 1.3+ million citations
- Full-text: Yes - 244 journals (EJ) and 330,000+ ERIC documents (ED). Some publications have copyright restrictions placed by the author or publisher.

Google Scholar

Google Scholar is a keyword search engine of journal articles harvested daily from the Web, as well as U. S. patents and legal opinions.

- Produced by: Google
- Vendor: www.google.com
- Coverage: all Web pages on the Internet

- Full-text: Yes – full-text articles that are copyright-free; free full-text patents and federal legal opinions

GPO Monthly Catalog

GPO Monthly Catalog is the only comprehensive index of government publications. Established in 1876, the U. S. Government Printing Office is the world's largest publisher. Government publications are available on Education and every other subject in every academic discipline. Most are free from GPO or the issuing agency, and newer ones may be available on the Web. GPO estimates that today 50% of all U.S. government documents are now born digital.

- Produced by: U. S. Government Printing Office
- Vendor: <http://www.gpo.gov/> (1861 to date)
- Vendor: FirstSearch (1976 to date)
- Coverage: (GPO): government publications since 1861
- Coverage (FirstSearch): government publications since 1976
- Full-text: Yes – some links to full-text publications are provided by issuing agencies.

JSTOR Current Education Collection

- Produced by: Editorial Projects in Education
- Vendor: EBSCO
- Coverage: nine selected Education related journals
- Full-text: yes
Library, Information Science & Technology Abstracts (LISTA) with Full Text
- Produced by: EBSCO
- Vendor: EBSCO
- Coverage: 735+ Journals; 30+ eBooks, monographs, conference papers, and pamphlets
- Full-text: yes

Medline

Medline is the premier international bibliographic database covering all fields of medicine including psychology, psychiatry, nursing, dentistry, nutrition, education, and social services.

- Producer: U. S. National Library of Medicine
- Vendors: www.pubmed.gov, FirstSearch
- Coverage: 19,000+ journals; 19+ million citations
- Full-text: Yes – some articles are available from open source journals

OAIster

OAIster harvests Open Archives Initiative (OAI)-compliant resources in all subjects and disciplines from digital libraries, institutional repositories, and online journals. Its goal is to create a collection of freely available, previously difficult-to-access, academically-oriented digital resources that are easily searchable by anyone. Digital resources include books, articles, born-digital text, audio and image files, datasets, theses, technical and research papers, and image collections.

- Producer: OCLC and University of Michigan University Library

- Vendor: OCLC FirstSearch
- Coverage: 23+ million records
- Full-text: Yes

ProQuest Education Journals

ProQuest Education Journals covers scholarly literature on primary, secondary, and higher education, special education, home schooling, adult education, and hundreds of related topics.

- Producer: ProQuest
- Vendor: ProQuest
- Coverage: 1020+ journals published since 1991
- Full-text: Yes – 640 journals

ERIC Documents and Educational Tests

ERIC

The ERIC (Educational Resources Information Center) database is created and distributed free by the U. S. Dept. of Education. ERIC indexes and abstracts education journals, as well as published and unpublished books, monographs, curriculum guides, conference papers, proceedings, position papers, teaching guides, and other educational materials.

All ERIC journal articles and ERIC documents are assigned subject headings from the Thesaurus of ERIC Descriptors:

http://www.eric.ed.gov/ERICWebPortal/resources/html/thesaurus/about_thesaurus.html.

- Produced by: U. S. Dept. of Education, 1966-
- Vendors: <http://www.eric.ed.gov>, EBSCO, ProQuest, and others
- Coverage: 1,160+ journals; 500,000+ other publications; 1.3+ million citations
- Full-text: Yes - 244 journals (EJ) and 330,000+ ERIC documents (ED). Some publications have copyright restrictions placed by the author or publisher.

Mental Measurements Yearbook including Tests in Print

Mental Measurements Yearbook (MMY) is a comprehensive guide to 2,000+ contemporary testing instruments. The MMY series contains reviews and information essential for a complete evaluation of testing products in psychology, education, business, and leadership. First published by Oscar K. Buros, the MMY series allows users to make knowledgeable judgments and informed selection decisions about the increasingly complex world of testing. MMY database includes the MMY archive of all yearbooks from the first edition in 1938 through the 18th yearbook released in 2010.

Tests in Print (TIP)

This is a comprehensive bibliography of all known commercially available tests that are currently in print in the English language. TIP provides vital information to users including test purpose, test publisher, in print status, price, test acronym, intended test population, administration times, publication date(s), and test author(s).

- Producer: Buros Institute of Mental Measurements at the University of Nebraska - Lincoln

- Vendor: EBSCO
- Coverage: 7,000+ reviews
- Full-text: Yes – reviews only [no tests are available online]
- Includes other database? Yes – Tests in Print

IV. Books and E-Books

Academic Search Complete (EBSCO)

Academic Search Complete offers an enormous collection of the most valuable full-text journals, providing users access to critical information from many sources unique to this database. In addition, this database is the leading source of peer-reviewed, full-text for STEM research, as well as for the Social Sciences and Humanities. This scholarly collection offers unmatched coverage of information spanning a broad range of important areas of academic study, including anthropology, engineering, law, sciences and more.

- Produced by: EBSCO
- Vendor: EBSCO
- Coverage: Over 13,780 indexed and abstracted journals
- Full text for more than 9,000 full-text journals, 7,850 peer-reviewed journals, as well as more than 900 eBooks

Business Source Complete (EBSCO)

Business Source Complete includes indexing and abstracts for the most important scholarly business journals as far back as 1886. It includes both electronic journals and eBooks, as well as reports.

- Produced by: EBSCO
- Vendor: EBSCO
- Coverage:
- Full-text: 1800+ journals; 1000+ eBooks, reports and monographs

Education Source (EBSCO)

Education Source is an authoritative online resource for Education research. According to EBSCO, this massive file offers the world's largest and most complete collection of full-text education journals. It is a bibliographic and full-text database covering scholarly research and information relating to all areas of education. Topics covered include all levels of education from early childhood to higher education, and all educational specialties, such as leadership, curriculum, instruction, multilingual education, health education, testing, administration, policy, funding, and related social issues.

- Produced by: EBSCO
- Vendor: EBSCO
- Coverage: 2,330+ journals plus books, monographs, conference papers, and proceedings
- Full-text: Yes - 1,400+ journals and 550+ books and monographs plus numerous conference papers and proceedings
- Includes: EBSCO's Professional Development Collection

Ebooks

Ebooks contains bibliographic records of online electronic books (e-books) in all subjects that are owned and cataloged by OCLC member libraries.

- Produced by: OCLC
- Vendor: OCLC FirstSearch
- Coverage: 665,000+ cataloged e-books
- Full-text: none

EBooks (EBSCOhost)

EBooks is a collection of full-text education related e-books.

- Producer: EBSCO
- Vendor: EBSCO
- Coverage: 2009+ e-books in Education (88 e-books)
- Full-text: Yes

Future-Focused Leadership by Marx

- Vendor: EBSCO
- Full-text: Yes

GPO Monthly Catalog

GPO Monthly Catalog is the only comprehensive index of government publications. Established in 1876, the U. S. Government Printing Office is the world's largest publisher. Government publications are available on Education and every other subject in every academic discipline. Most are free from GPO or the issuing agency, and newer ones may be available on the Web. GPO estimates that today 50% of all U.S. government documents are now born digital.

- Produced by: U. S. Government Printing Office
- Vendor: <http://www.gpo.gov/> (1861 to date)
- Vendor: FirstSearch (1976 to date)
- Coverage: (GPO): government publications since 1861
- Coverage (FirstSearch): government publications since 1976
- Full-text: Yes – some links to full-text publications are provided by issuing agencies.

Library, Information Science & Technology Abstracts with Full Text

Library, Information Science & Technology Abstracts with Full Text indexes hundreds of core journals plus books, research reports and proceedings. Subject coverage includes librarianship, online information retrieval, information management, technology and more. Coverage in the database extends back as far as the mid-1960s.

- Produced by: EBSCO
- Vendor: EBSCO
- Coverage: 400+ journals plus books, monographs, conference papers, and pamphlets.
- Full-text: Yes - 160+ journals and 550+ books and monographs plus numerous conference proceedings and pamphlets.

OAlster

OAlster harvests Open Archives Initiative (OAI)-compliant resources in all subjects and disciplines from digital libraries, institutional repositories, and online journals. Its goal is to create a collection of freely available, previously difficult-to-access, academically-oriented digital resources that are easily searchable by anyone. Digital resources include books, articles, born-digital text, audio and image files, datasets, theses, technical and research papers, and image collections.

- Producer: OCLC and University of Michigan University Library
- Vendor: OCLC FirstSearch
- Coverage: 23+ million records
- Full-text: Yes

PapersFirst

PapersFirst is an index of scholarly papers in all academic disciplines presented at worldwide conferences, symposia, expositions, workshops, and meetings that were received by The British Library Document Supply Centre.

- Coverage: 6.5+ million papers since 1993
- Producer: OCLC
- Vendor: OCLC FirstSearch
- Full-text: none

Proceedings

Proceedings is a multi-disciplinary index of proceedings of worldwide conferences, symposia, expositions, workshops, and meetings that were received by The British Library Document Supply Centre.

- Coverage: 192,000+ proceedings since 1993
- Full-text: none
- Producer: OCLC
- Vendor: OCLC FirstSearch

ProQuest Dissertations & Theses Full Text – Volume A

- Producer: ProQuest and UMI
- Vendor: ProQuest
- Coverage: 1,000,000 citations
- Full-text: yes—for most dissertations added since 1997

Trust Matters: Leadership for Successful Schools by Tschannen-Moran

- Vendor: EBSCO
- Full-text: yes

WorldCat

WorldCat is the online catalog of books and all types of other materials located in 72,000+ libraries worldwide. American College of Education is a member of OCLC and WorldCat (OCLC symbol is ILACE.) The URL for ACE is <http://americancollegeofeducation.worldcat.org/>.

- Producer: OCLC and 72,000 libraries worldwide

- Vendor: OCLC
- Coverage: 180+ million records dating before 1000 BC to present
- Full-text: none

WorldCat Dissertations

WorldCat Dissertations is a catalog of dissertations, theses, and published works based on them in all subjects that are owned and cataloged by OCLC member libraries worldwide.

- Producer: OCLC
- Vendor: www.oclc.org and OCLC FirstSearch
- Coverage: 8+ million records; abstracts are not included
- Full-text: none

VI. Other library facilities in close geographical proximity for student access:

While most of the information resources required of students are contained in the full-text, online professional journals and e-books subscribed to by the Library, all ACE students are encouraged to obtain library cards for borrowing privileges at libraries near to them.

**IV. FACULTY: Attach completed Instructor’s Qualification Record for each instructor.
** Include all required documentation pertaining to the qualifications of each instructor.**

Total # of Faculty in the Program:	3	Full-time:	1 upon approval	Part-time:	2
Fill out form below: (PLEASE LIST NAMES IN <u>ALPHABETICAL</u> ORDER.)					

List Faculty Names (Alphabetical Order)	Degree or Diploma Earned	# Years of Working Experience in Specialty	# Years Teaching at Your School	# Years Teaching at Other	Check one:	
					Full-time	Part-time
Becerra, Sarah	Ph.D.	10	5.5	21.5		x
Miller, Shenequa	Ed.D.	19	0.5	25.5		x
Ricketts, Ursula	Ed.D.	11	2.0	27.0		x

**Supplementary Information on
Licensure, Certification, and Accreditation**

Institution: American College of Education
Degree Program: M.Ed. in School Counseling
Locations: Online

State Licensure

Does a graduate of this program need to be licensed by the State to practice their profession in Indiana and if so, will this program prepare them for licensure? **YES**

If so, please identify

The specific license(s) needed: **School Counselor**
The State agency issuing the license(s): **Indiana Department of Education**

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Professional Certification

What are the professional certifications that exist for graduates of similar program(s)? **National Certified School Counselor (NCSC)**

Will a graduate of this program be prepared to obtain national professional certification(s) in order to find employment, or to have substantially better prospects for employment, in a related job in Indiana? **Yes**

If so, please identify

Each specific professional certification: **National Certified School Counselor**
The national organization issuing each certification: **National Board for Certified Counselors**

Please explain the rationale for choosing each professional certification: **National Counselor Examination for Licensure and Certification leverages academic preparation with experience in counseling as one voluntarily meets national standards for a specialty certification.**

Please identify the single course or a sequence of courses that lead to each professional certification? **All courses in this program are required to effectively pass the national examination and document the required practicum and internship hours.**

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Professional Industry Standards/Best Practices

Does the program curriculum incorporate professional industry standard(s) and/or best practice(s)? **Yes**

If so, please identify

The specific professional industry standard(s) and/or best practice(s): [American School Counselor Association](#), [National Board for Professional Teaching Standards](#), and [Council for Accreditation of Counseling and Related Education Programs](#).

The organization or agency, from which the professional industry standard(s) and/or best practice(s) emanate:

[American School Counselor Association](#)

<https://www.schoolcounselor.org/asca/media/asca/home/SCCompetencies.pdf>

[National Board for Professional Teaching Standards](#)

<http://boardcertifiedteachers.org/sites/default/files/ECYA-SC.pdf>

[Council for Accreditation of Counseling and Related Educational Programs](#)

<http://www.cacrep.org/wp-content/uploads/2013/12/2009-Standards.pdf>

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Program Accreditation

Does this program need specialized accreditation in order for a graduate to become licensed by the State or to earn a national professional certification, so graduates of this program can work in their profession or have substantially better prospects for employment?

No, it does not require specialized accreditation but American College of Education intends to seek accreditation from the [Council for Accreditation of Counseling and Related Educational Programs \(CACREP\)](#) once the program is launched and we have student data, which is needed to apply for accreditation.

If so, please identify the specialized accrediting agency: [See above](#).

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Transferability of Associate of Science Degrees

Since CHE/BPE policy reserves the Associate of Science designation for associate degrees whose credits apply toward meeting the requirements of a related baccalaureate degree, please answer the following questions:

Does a graduate of this A.S. degree program have the option to apply all or almost all of the credits to a related baccalaureate degree at your institution? **NA**

