



Tab 17

Lincoln University and Missouri State University Comprehensive Review

Coordinating Board for Higher Education
March 4, 2020

BACKGROUND

The Coordinating Board for Higher Education discharges its responsibility for coordinating, reviewing, and approving proposed new degree programs by the authority given in §§ 173.005 and 173.030, RSMo. The process for reviewing new degree program proposals is codified in administrative rule 6 CSR 10-4.010 Submission of Academic Information, Data and New Programs. While most programs are reviewed at the routine level (program meets requirements for mission, duplication, location, financial and institutional resources), the rule also provides an opportunity for institutions to propose programs outside of these parameters if certain qualifications are met, as part of the comprehensive review process.

CURRENT STATUS

Lincoln University

Lincoln University's proposal to offer the Education Specialist degree in Clinical Mental Health Counseling is an outgrowth of a change in licensure that will soon require counseling programs to move to 60 credit hours at the master's level to bring Missouri into alignment with other states. Lincoln University received no comments regarding its proposed program during the posted public comment period. Lincoln University currently offers an Education Specialist in Educational Leadership, and offering the education specialist degree is within the mission of the institution. However, administrative rule 6 CSR 10-4.010 identifies the education specialist degree as one trigger for the comprehensive review.

Missouri State University

Missouri State University's proposal to offer a Doctorate of Defense and Strategic Studies is an expansion of their Defense and Strategic Studies graduate program. Missouri State University already offers professional doctorates in nursing practice, physical therapy, and audiology, further supporting that this program is within the mission of the institution. However, administrative rule 6 CSR 10-4.010 identifies offering a doctorate as one trigger for the comprehensive review.

Based upon the proposals submitted by the institutions and further review of the comprehensive review criteria, MDHEWD staff have concluded that both institutions have provided sufficient evidence to support the requirements as outlined in the administrative rule. The criteria and staff observations about each is included in the attached table.

RECOMMENDATION

Staff recommend that the Coordinating Board provisionally approve Lincoln University's Education Specialist in Clinical Mental Health Counseling and Missouri State University's Doctorate in Defense and Strategic Studies for a period of five years.

ATTACHMENT

- Comprehensive Review Criteria

Tab 17 Attachment Comprehensive Review Criteria

Lincoln University and Missouri State University Comprehensive Review

6 CSR 10-4.010 Submission of Academic Information, Data and New Programs
 This administrative rule outlines the criteria triggering a comprehensive review and the elements of a comprehensive review proposal.

	Lincoln University	Missouri State University
Criterion triggering comprehensive review	The program will include the offering of an education specialist degree.	The program will include the offering of a doctoral degree (applicable only to non-University of Missouri institutions).
Elements of Comprehensive Review		
Evidence of good faith effort to explore the feasibility of collaboration with other institutions whose mission or service region encompasses the proposed program.	Criterion Met. Institution offers Education Specialist Degrees and is within its mission to offer program.	Criterion Met. Institution offers other professional doctorates and is within its mission to offer program.
Evidence that the offering institution is contributing substantially to the CBHE's Blueprint for Higher Education as adopted on February 4, 2016, pursuant to section 173.020(4), RSMo, and is committed to advancing the goals of that plan;	Criterion Met.	Criterion Met.
Evidence of institutional capacity to launch the program in a high-quality manner. <ul style="list-style-type: none"> An external review conducted by a team including faculty experts in the discipline to be offered and administrators from institutions already offering programs in the discipline and at the degree level proposed. The review must include an assessment of the offering institution's capacity to offer the new program in terms of general, academic, and student service support, including faculty resources that are appropriate for the program being proposed (e.g. faculty credentials, use of adjunct faculty, and faculty teaching workloads); A comprehensive cost/revenue analysis summarizing the actual costs for the program and 	Criterion Met. Evidence provided supporting institution's capacity to offer the new program in terms of general, academic, and student service support and faculty resources. Evidence of sufficient student interest provided via surveys of current students and practitioners in the field to gauge program interest and support. While program accreditation is not required, this program supports need to fulfill gap in education required to meet new clinical counseling licensure requirements.	Criterion Met. Evidence provided supporting institution's capacity to offer the new program in terms of general, academic, and student service support and faculty resources. Evidence of sufficient student interest provided.

<p>information about how the institution intends to fund and sustain the program;</p> <ul style="list-style-type: none"> • Evidence indicating there is sufficient student interest and capacity to support the program, and, where applicable, sufficient capacity for students to participate in clinical or other external learning requirements, including library resources, physical facilities, and instruction equipment; and • Where applicable, a description of accreditation requirements for the new program and the institution's plans for seeking accreditation; and 		
<p>Evidence that the proposed program is needed, including:</p> <ul style="list-style-type: none"> • Documentation demonstrating that the program does not unnecessarily duplicate other programs in the applicable geographic area, as described in subsection (9)(C) of this rule; • A rigorous analysis demonstrating a strong and compelling workforce need for the program, which might include data from a credible source, an analysis of changing program requirements, the current and future workforce, and other needs of the state, and letters of support from local or regional businesses indicating a genuine need for the program; and • A clear plan to meet the articulated workforce need, including: <ul style="list-style-type: none"> ○ Aligning curriculum with specific knowledge and competencies needed to work in the field(s) or occupation(s) described in the workforce need 	<p>Criterion Met.</p> <p>There is no unnecessary duplication in the geographic area where program will be offered. Program offers a clear plan to meet the articulated need to align current curriculum with specific knowledge and competencies for mental health clinicians to obtain licensure in the field.</p>	<p>Criterion Met.</p> <p>There is no unnecessary duplication in the geographic area where program will be offered. A rigorous analysis demonstrating a strong and compelling workforce need for the program and a clear plan to meet the articulated workforce need is present.</p>

<p>analysis in part (II) of this subparagraph;</p> <ul style="list-style-type: none"> ○ Providing students with external learning experiences to increase the probability that they will remain in the applicable geographic area after graduation; and ○ A plan for assessing the extent to which the new program meets that need when implemented. 		
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