



- PUBLIC
- INDEPENDENT

**NEW PROGRAM PROPOSAL FOR ROUTINE REVIEW**

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**Sponsoring Institution:**

**Program Title:** Master of Arts in Counseling: Mental Health Counseling

**Degree/Certificate:**

**If other, please list:**

**Options:**

**Delivery Site:** Online – Based in Kirksville

**CIP Classification:** 51.1508

**Implementation Date:** 8/1/2019

**Is this a new off-site location?**  Yes  No

**If yes, is the new location within your institution's current CBHE-approved service region?**

*\*If no, public institutions should consult the comprehensive review process*

**Is this a collaborative program?**  Yes  No

*\*If yes, please complete the collaborative programs form on last page.*

**CERTIFICATIONS**

- The program is within the institution's CBHE approved mission. *(public only)*
- The program will be offered within the institution's CBHE approved service region. *(public only)*
- The program builds upon existing programs and faculty expertise
- The program does not unnecessarily duplicate an existing program in the geographically-applicable area.
- The program can be launched with minimal expense and falls within the institution's current operating budget. *(public only)*

**AUTHORIZATION**

Janet Gooch, Provost		3/21/2018
Name/Title of Institutional Officer	Signature	Date

## **PROGRAM CHARACTERISTICS AND PERFORMANCE GOALS**

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Although all of the following guidelines may not be applicable to the proposed program, please carefully consider the elements in each area and respond as completely as possible in the format below.

Quantification of performance goals should be included wherever possible.

### **1. Student Preparation**

- Any special admissions procedures or student qualifications required for this program which exceed regular university admissions, standards, e.g., ACT score, completion of core curriculum, portfolio, personal interview, etc. Please note if no special preparation will be required.  
All admissions procedures are consistent with those used for other master's degree programs at Truman. However, because of the clinical requirements of the program, a criminal background check must be performed prior to admission.
- Characteristics of a specific population to be served, if applicable.  
While any student eligible for graduate study could pursue this program, it is expected that the primary audience for the program will be working adults who wish to pursue retraining or licensure in the mental health counseling field. The program will also be attractive to Truman graduates in related disciplines such as psychology, education, and health.

### **2. Faculty Characteristics**

- Any special requirements (degree status, training, etc.) for assignment of teaching for this degree/certificate.  
The disciplinary accreditor requires professional licensure for at least three core positions (at the start) in the program. Additional faculty supporting the program are not required to have the licensure, but it will be an attractive attribute which will add strength to the candidacy of any faculty joining the program.
- Estimated percentage of credit hours that will be assigned to full time faculty. Please use the term "full time faculty" (and not FTE) in your descriptions here.  
Upon launch, three licensed core faculty are required by the accrediting body (CACREP) and will have significant teaching responsibilities in the program core. Additional core faculty may be added as the program grows. Other Truman and AT Still University faculty, who hold full-time assignments in other disciplines (such as Psychology, Education, or Health), may also participate in the program as their loads in their home disciplines permit. CACREP requires that the number of courses taught by "non-core" faculty (adjuncts, part-time faculty, etc.), in any given calendar year, not exceed 50%. Coursework taught by non-core faculty, nor Truman-affiliated faculty, will be staffed by adjunct faculty, many of whom may eventually acquire a sufficient number of sections to attain full-time status as the size of the program increases. CACREP requires a 12:1 ratio of full-time students to faculty for accreditation. The balance of full-time vs. part-time faculty must be precisely monitored to maintain CACREP compliance.
- Expectations for professional activities, special student contact, teaching/learning innovation.  
Faculty will be primarily responsible for student teaching, advising, and supervision (where applicable for clinicals). Because the courses being offered are entirely online, faculty will be expected to engage in a regular cycle of course "refresh" activities to keep content current. They will be expected to work with Truman instructional designers to

ensure that their courses are constructed and maintained in keeping with the most current best practices for online education. Licensed faculty will be expected to maintain a regime of professional development activity necessary to remain current in the field and maintain licensure. Because understanding student dispositions toward future clients is important, faculty in our online courses will be expected to engage in regular and substantive synchronous contact with the students in their courses, such as through regular video “meet-ups,” virtual office hours, and video-enabled interpersonal engagements and performance observations.

**3. Enrollment Projections**

- Student FTE majoring in program by the end of five years.  
60
  
- Percent of full time and part time enrollment by the end of five years.  
100% full time (see note below)

**STUDENT ENROLLMENT PROJECTIONS**

YEAR	1	2	3	4	5
Full Time	12	24	36	48	60
Part Time					
Total	12	24	36	48	60

**\*Note:** The program is designed so that students will take one or two courses every eight weeks. Initially students will be able to start at three points per year. Consequently, while students will resemble “part-time” students in any given eight-week term (if they take only one course), during the course of a “traditional” 16-week semester, most students will likely take the equivalent of 6-9 hours, which will approximate full-time for a graduate student by Truman’s semester definition. Consequently, for the purposes of the chart above, we are treating students as “full-time” students.

**4. Student and Program Outcomes**

- Number of graduates per annum at three and five years after implementation.  
30 per annum in Mental Health Counseling at the 3 and 5-Year marks.
  
- Special skills specific to the program.  
The Master of Arts in Counseling: Mental Health Counseling program at Truman State University has the following objectives:
  - The preparation of students for advanced professional degrees in mental health counseling;
  - The preparation of students to demonstrate compassion, competence, professionalism, and leadership in the clinical mental health profession;
  - The preparation of students to apply research skills in advanced academic work, in clinical mental health practice, and/or in professional school counseling work settings;
  - The preparation of students to utilize theoretical models and research findings in:
    - Developing effective counseling relationships;

- Working with culturally diverse clients and students in various counseling settings;
- Assessing various behaviors and personality traits;
- Creating and implementing treatment plans appropriate to client needs, counselor expertise, and employment;
- Mental health promotion and prevention;
- Developing, organizing, administering, maintaining, and evaluating counseling services in a variety of employment settings.

The Master of Arts in Counseling: Mental Health Counseling program has the following goals for each student. Each of these goals has specific outcome measures.

- Students understand the history and philosophy of the clinical mental health professions, ethical and legal considerations in professional counseling, professional credentialing and professional organizations.
  - Students understand counseling and consultation processes and are able to demonstrate the development of a therapeutic relationship and an appropriate case conceptualization.
  - Students understand both the theoretical and experiential basis of group purpose, development, dynamics, counseling theories, group counseling methods and skills, and other group approaches.
  - Students understand the nature and needs of individuals at all developmental levels, situational and environmental factors that affect both normal and abnormal behavior, and strategies for facilitating optimum development over the life-span.
  - Students understand the cultural context of relationships, issues and trends in a multicultural and diverse society related to such factors as culture, ethnicity, nationality, age, gender, sexual orientation, mental and physical characteristics, education, family values, religious and spiritual values, socioeconomic status and unique characteristics of individuals, families, ethnic groups and communities.
  - Students understand individual and group approaches to assessment and evaluation, general principles and methods of case conceptualization, and strategies for selecting, administering, and interpreting assessment and evaluation instruments and techniques.
  - Students understand career development and decision-making models, as well as assessment instruments and techniques that are relevant to career planning, counseling, and decision-making.
  - Students understand research methods, statistical analysis, needs assessment, and program evaluation, and are able to use these principles to improve counseling effectiveness and affect program modifications.
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- Proportion of students who will achieve licensing, certification, or registration.  
90% of our graduates will receive initial certification, based on their successful completion of the degree requirements and the National Counselor Examination, and 85% of graduating students will go on to complete their required 3,000 hours of supervised on-the-job experience to acquire licensure by the Missouri Committee of Professional Counselors within the prescribed timeframe.
  - Performance on national and/or local assessments, e.g., percent of students scoring above the 50th percentile on normed tests; percent of students achieving minimal cut-scores on criterion-

referenced tests. Include expected results on assessments of general education and on exit assessments in a particular discipline as well as the name of any nationally recognized assessments used.

The field exam is the National Counselor Examination (NCE), administered by the National Board of Certified Counselors. We anticipate a 90% pass rate on this exam.

- Placement rates in related fields, in other fields, unemployed.  
Because of the highly similar curriculum to School Counseling, we anticipate a few students may elect to switch between the two master's degrees (School Counseling and Mental Health Counseling) Truman is proposing, or acquire both degrees. Students may also elect to further specialize in other areas of mental health such as addiction and rehabilitation, which may require further training at other institutions. It is also possible, based on their coursework, that some students may elect to take jobs in mental health or school support services that do not require professional certification. Because of the demand in the field, we anticipate that students who complete the program and intend to seek employment as counselors or subordinate roles in the field will find placement. We believe unemployment will be negligible.
- Transfer rates, continuous study.  
One of the features of this program that students may find attractive is the similarity in requirements across many CACREP-accredited counseling programs. Truman does intend to accept a limited amount of transfer credit from other CACREP-accredited programs. It similarly stands to reason that some of Truman's coursework may prove attractive and transferable to similar master's programs at other institutions. We will monitor trends in transfer, such as they occur and make syllabi readily available to peer institutions to facilitate the smooth movement of students to meet their needs.

## 5. Program Accreditation

- Institutional plans for accreditation, if applicable, including accrediting agency and timeline. If there are no plans to seek specialized accreditation, please provide rationale.  
The program will pursue accreditation with the Council for Accreditation of Counseling & Related Educational Programs (CACREP). As per their procedures, the self-study will launch immediately once courses begin. A site visit may occur in the semester in which students are first completing the program, which could be as early as 2.5-3 years from launch depending on the progress of the first cohort. Accreditation is considered "retroactive" with respect to the licensure of all students participating in this program during the self-study and review period.

## 6. Program Structure

A. Total credits required for graduation: 60

B. Residency requirements, if any:  
None

C. General education: Total credits:  
0

*Courses (specific courses OR distribution area and credits)*



The program is offered entirely online, which will make the program unique within its geographic region. While there are a few other CACREP-accredited fully-online programs nationally, the proposed program will be the first in this region to be entirely online.

## **7. Need/Demand**

**Student demand** – Research conducted for Truman by Keypath Higher Education revealed a steadily growing number of degrees produced in the Clinical Mental Health field (102% growth from 2011-2015) and a growing number of programs. Programs with a significant competitive presence are located outside of Missouri, often have residency requirements (which can be challenging for working professionals), and have tuition rates higher than that currently charged by Truman for graduate programs. The program appears well-placed, given steady employment demand and student interest, to compete in the market.

**Market demand** – Research conducted for Truman by Keypath Higher Education revealed significant and growing marketplace demand for individuals trained in mental health counseling. There has been 102% growth in degrees granted in the field of Clinical Mental Health Counseling from 2011-2015. Missouri has seen a 5% increase in job postings for Mental Health Counselors, while neighboring states have seen increases as high as 27% (Nebraska), 22% (Iowa), 22% (Indiana). Given the competitive landscape in the region – particularly among fully online programs – Truman has the potential to reach audiences beyond Missouri’s borders. With the help of AT Still University, which has a substantial presence in Arizona, we hope to further broaden Truman’s reach.

**Societal demand** – There is a demonstrated need for an increased number of mental health practitioners as evidenced by the numerous media accounts of both the shortage of practitioners and the growing prevalence of mental health problems in society at large. Rural areas, such as Truman and AT Still University’s own Northeast Missouri, are particularly hard-hit by the shortage.

I hereby certify that the institution has conducted research on the feasibility of the proposal and it is likely the program will be successful.

***On July 1, 2011, the Coordinating Board for Higher Education began provisionally approving all new programs with a subsequent review and consideration for full approval after five years.***

## COLLABORATIVE PROGRAMS

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- **Sponsoring Institution One:** Truman State University
- **Sponsoring Institution Two:** A.T. Still University
- **Other Collaborative Institutions:** None
- **Length of Agreement:** Indefinite
- **Which institution(s) will have degree-granting authority?** Truman State University
- **Which institution(s) will have the authority for faculty hiring, course assignment, evaluation and reappointment decisions?** Truman State University
- **What agreements exist to ensure that faculty from all participating institutions will be involved in decisions about the curriculum, admissions standards, exit requirements?**

The overwhelming majority of classes in this program will be taught by Truman State University faculty, with AT Still University faculty contributing a few courses that are relevant to the strengths of its medical faculty and are common to the proposed degree in Mental Health Counseling. ATSU will chiefly be relied-upon for its expertise in online program development, online program marketing, and distance program logistics. It has been agreed that ATSU shall have representation at all faculty meetings and its faculty and administrative representatives must agree to any changes to the program catalog copy, courses, or program requirements.
- **Which institution(s) will be responsible for academic and student-support services, e.g., registration, advising, library, academic assistance, financial aid, etc.?**

Truman State University
- **What agreements exist to ensure that the academic calendars of the participating institutions have been aligned as needed?**

Truman and AT Still University have different academic calendars. This program will use a distinct academic calendar at Truman. It has been agreed that the small number of courses being offered by ATSU will be synced with the Truman academic calendar for this program.

*Please save and email this form to: [he.academicprogramactions@dhe.mo.gov](mailto:he.academicprogramactions@dhe.mo.gov)*