



- PUBLIC
 INDEPENDENT

NEW PROGRAM PROPOSAL FOR ROUTINE REVIEW

When finished, please save and email to: he.academicprogramactions@dhe.mo.gov

Sponsoring Institution: Truman State University

Program Title: Master of Arts in Counseling: School Counseling

Degree/Certificate: MA-Master of Arts

If other, please list: Click here to enter text

Options: Click here to enter text

Delivery Site: Online - From Kirksville Location

CIP Classification: 13.1101

Implementation Date: 8/1/2019

Is this a new off-site location? [] Yes [x] 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? [x] Yes [] No

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

CERTIFICATIONS

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

AUTHORIZATION

Janet Gooch, Provost | Signature | 3/21/2018 | Date

PROGRAM CHARACTERISTICS AND PERFORMANCE GOALS

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 are working as teachers, or college graduates who are interested in pursuing a counseling degree as a job change. The program will also be attractive to Truman graduates of the Master of Arts in Education degree, as well as students who didn't pursue the MAE but are interested in education as a change from their undergraduate field of study.

2. Faculty Characteristics

- Any special requirements (degree status, training, etc.) for assignment of teaching for this degree/certificate.
The faculty in this program will be shared with the Master of Arts degree in Mental Health Counseling as the two programs share a large common core with few distinct specialty courses. The core faculty (three upon start) of the program will be required to hold licensure as counselors, because of the accrediting standards of the national accrediting body, which will equip them to teach most of the courses in the core of the program. To the extent possible, our recruitment strategy will aim to identify core faculty with qualifications for both clinical mental health and school counseling. Support faculty with expertise in fields such as education, psychology, health, etc. are not required to hold clinical mental health licensure, which provides added flexibility when finding faculty who have exclusively school counseling backgrounds.
- 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.
Three licensed core faculty are required by the accrediting body (CACREP) and will have significant teaching responsibilities in the program core. 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 neither taught by non-core faculty, nor affiliated Truman 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.
30
- Percent of full time and part time enrollment by the end of five years.
80%

STUDENT ENROLLMENT PROJECTIONS

YEAR	1	2	3	4	5
Full Time	8	16	24	24	24
Part Time	2	4	6	6	6
Total	10	20	30	30	30

***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 16-week semester, most students will likely take the equivalent of 6-9 hours, which may approximate full-time for a graduate student by Truman’s semester definition. Consequently, for the purposes of the chart above, we are treating most students as “full-time” students and “part-time” students as those who may take the occasional term off. We believe the likelihood of truly part-time students enrolling in this program is slightly higher than the Mental Health Counseling program because participants may sometimes be credentialed working teachers.

4. Student and Program Outcomes

- Number of graduates per annum at three and five years after implementation.
10 per annum in School Counseling at the 3 and 5-year marks.
- Special skills specific to the program.
The Master of Arts in Counseling: School Counseling program at Truman State University has the following objectives:

- The preparation of students for advanced professional degrees in school counseling;
- The preparation of students to demonstrate compassion, competence, professionalism, and leadership in the school counseling profession;
- The preparation of students to apply research skills in advanced academic work, 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 program has the following goals for each student. Each of these goals has specific outcome measures.

- Students understand the history and philosophy of the school counseling profession, 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 in school counseling.
- 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.
- Students who will work in school settings understand various school guidance models with emphasis on the Missouri Comprehensive Guidance Program, including

structural components, guidance curriculum, individual planning, responsive services, support services, and technology.

- Proportion of students who will achieve licensing, certification, or registration.
90% of students will achieve Missouri Department of Elementary and Secondary Education certification as School Counselors. Residents of states other than Missouri will be required to obtain additional accreditation in their home state to serve as school counselors in those states.
- 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.
In Missouri, school counselors are required to apply for an Initial Student Services Certificate through the Missouri Department of Elementary and Secondary Education (DESE) and complete the Missouri Educator Gateway Assessment (MEGA). Based on Truman's success rate with its Master of Arts in Education program, we project at least a 90% pass rate on the MEGA
- Placement rates in related fields, in other fields, unemployed.
Because of the highly similar curriculum to Mental Health Counseling, we anticipate some 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 to the extent that the accreditor will permit. 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)

Course Number	Credits	Course Title

D. Major requirements: Total credits:

Course Number	Credits	Course Title
COUN 603G	3	Assessment and Appraisal
COUN 641G	3	Introduction to the Counseling Profession
COUN 644G	3	Research Methods in Counseling
COUN 654G	3	Social and Cultural Foundations
COUN 653G	3	Practicum in School Counseling
COUN 656G	3	The Counseling Relationship
COUN 660G	3	Career Development
COUN 661G	3	Principles and Practice of Guidance
COUN 662G	3	Analysis of the Student and Learning Problems
COUN 663G	3	Group Counseling
COUN 664G	3	Theories and Techniques of Counseling
COUN 666G	3	Human Growth and Development
COUN 671G	3	Intervention, Prevention, and Crisis Response
COUN 672G	3	Counselor as Consultant and Agent of Change
COUN 673G	3	Introduction to Family and Couples Counseling
COUN 674G	3	Introduction to Addictions

COUN 680G	6	Internship Elementary Education
COUN 681G	6	Internship Secondary Education

E. Free elective credits: 0

(sum of C, D, and E should equal A)

F. Requirements for thesis, internship or other capstone experience:

All students must complete a practicum course and two six-credit internships.

G. Any unique features such as interdepartmental cooperation:

Faculty supporting this program will be drawn from more than one discipline at the two institutions. While core faculty will be housed in Truman’s School of Health Sciences and Education, faculty from the School of Social and Cultural Studies – specifically Psychology – will also be contributors. AT Still University faculty with relevant medically-focused specialties may also contribute, as schedules permit.

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 of its kind in this region.

7. Need/Demand

Student Demand Truman’s Education Department, which currently offers only a Master of Arts in Education degree, receives numerous requests each year from students who would prefer to pursue a school counseling degree, or from alumni who would prefer to return to pursue a counseling degree from Truman. Truman once had a CACREP-accredited school counseling program. The program was inactivated because of changes in the composition of the faculty on campus, but the interest from students has persisted. Because of Truman’s location, however, on-ground and cohort-based models have not proven successful at maintaining or reviving the program. Because Truman is also proposing a master’s degree in Mental Health Counseling, in which most courses are shared with School Counseling, we have reasoned that a small, but healthy, number of students can be managed in School Counseling while using the larger Mental Health Counseling program to achieve economies of scale. Setting aside the internship and practicum courses, only two content-area courses are unique to the School Counseling program.

Market Demand - Market research conducted on Truman’s behalf by Keypath Higher Education demonstrated that the significant growth in the overall counseling market is anticipated in the Clinical Mental Health (Mental Health Counseling) area – and less so School Counseling. However, the growth potential in the Clinical Mental Health area is so great that “piggy backing” the School Counseling option (which has most of its courses in common with the Mental Health option) is an easy and logical leap for Truman.

Keypath Higher Education research 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. (See also New Program Request for Master of Arts in Counseling: Mental Health Counseling.)

We also recognize that there are some significant players in School Counseling in the Missouri market, including the University of Missouri-Columbia, Missouri Baptist, the University of Missouri-St. Louis, and the University of Missouri-Kansas City. Truman believes, however, that the combination of a fully-online offering (which is a key differentiator), coupled with the economies of scale achieved by pairing the degree with the larger Mental Health Counseling program, and routinely expressed interest by alumni and Northeast Missouri regional educators, will be sufficient to make the program successful without encroaching on Missouri peers.

Societal Demand – Northeast Missouri, due to its remoteness, faces chronic staffing challenges in its public schools. Despite the proximity of Truman, teachers and their administrators routinely express the attractiveness of online programming to support working adults in education pursuing advanced credentials. Additionally, Truman is currently pursuing the development of the Greenwood Interprofessional Autism Center, which would be a unique facility in the Northeast Missouri area and would find important synergies with the anticipated counseling programs. Given the relatively low cost of operating this program in conjunction with the MA in Mental Health Counseling, we believe this offering is appropriately timed and needed in the region.

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

- **Sponsoring Institution One:**
- **Sponsoring Institution Two:**
- **Other Collaborative Institutions:**
- **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 will be responsible for all of these areas with the exception of advising. Advising will be a shared responsibility, with discipline-specific advising coming from Truman counseling faculty, and advising to support success in an online environment coming from ATSU.
- **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