PRE-PROPOSAL FOR NEW ACADEMIC PROGRAM
(MODIFIED)

Northern Kentucky University ______________________________
Institution Submitting Proposal

__ Dual Degree Masters ______________________________
Program Type

__ Dual Degree in Counseling ______________________________
Title of Proposed Degree Program

___ Master of Arts, School Counseling and Master of Science in Mental Health Counseling ____
Degree Level

______________________________
EEO Status ______________________________
CIP Code SC - 13.1101; CMHC - 51.1508
Academic Unit (e.g. Department, Division, School) Department
Name of Academic Unit Counseling, Social Work and Leadership
Name of Program Director Verl T. Pope

Date of pre-proposal February 3, 2016
End of review period Both Programs are already approved
Intended Date of Implementation Dual Degree would be implemented as soon as approved.

Name, Title and Information of Contact Person Verl T. Pope, Department Chair
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Highland Heights, KY 41099
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popev1@nku.edu

Is this program a pre-baccalaureate certificate or diploma program? Y___ N__X__
- If YES, is the program Technical/Occupational/Vocational
- Please provide documentation that this program was approved by the KCTCS Board of Regents

Date of CPE Approval _______________________________
A. Centrality to the Institution’s Mission and Consistency with State’s Goals

1. Provide a brief description of the program.

The Two Current Counseling Programs

Northern Kentucky University currently is the home of two degrees in Counseling; the Master of Arts in School Counseling and the Master of Science in Clinical Mental Health Counseling. These two programs are both approved by the Kentucky’s Council of Postsecondary Education (CPE) and Nationally Accredited by the Council on Accreditation of Counseling and Related Educational Programs (CACREP). The programs train effective counselors to work in clinical settings and schools. The programs have the follow:

To effectively manage the multi-faceted and complex challenges faced in today’s society, individuals require effective maturation in self-concept and personal development, positive adjustment to social, cultural, familial and personal relationships, productive vocational skills, and mastery of the cognitive, behavioral and emotional dynamics that permeate the human experience. For this reason, the Counseling Program has as its primary mission the preparation of a diverse group of learners from the Northern Kentucky and tri-state region, the nation and the world community who can competently and ethically implement wellness concepts, psychological principles, developmental understanding, and counseling techniques to provide clients with the best opportunity to achieve healthy functioning in the areas of educational, personal, social, and career development.

Working within the human services, mental health, and education fields demands well-rounded professionals. For this reason, program offerings and extra-curricular activities challenge students to develop professionally, personally, and socially. Graduates of the Counseling Program are prepared to deliver effective service in a variety of professional job placements (Mental Health Counseling and School Counseling) and are eligible to stand for licensure and/or certification in their respective area of specialty.

Two Counseling Specialties into One Program

While there has been two Counseling degrees, conceptually there has been one Counseling Program with two specializations, School and Mental Health. Up until this point students have had to decide which of the two specializations to receive their degree. However, a number of students have returned after completing one degree and gain training in the other specialization. The program faculty supported this but an accredited dual degree was not an option until a recent ruling by the CACREP Board that allowed universities to offer dually accredited programs. As this information became public, students began to inquire about this possibility. Therefore, adding the Dual Counseling Degree option is consistent with national trends and provides greater training and recognition for graduates.

The Dual Degree Counseling Program

The Dual Degree Counseling program will include the core counseling curriculum that is required by all counseling students and will also include all the courses required by both the School and Mental Health specialty as well as internships in both School and agency based Mental Health. This will result in graduates completing all the courses required of both degrees.
2. What are the objectives of the proposed program?

The Counseling Program Objectives are listed below. They are broken down by core objectives, mental health objectives, school objectives, and practical application objectives. Graduates of the Dual Degree program would be required to meet all the core and practical objectives along with both the mental health and school objectives.

**Counseling Program Objectives**

As a result of successfully completing the graduate program in counseling, students can expect to have gained didactic knowledge and supervised experience in skills, functions, and characteristics of effective counseling. The following broad goals have been developed to assist students in gaining an overview of expected accomplishments:

1. **Professional Identity and Ethics** – Demonstrate an understanding of the counseling profession, develop an identity as a counselor and demonstrate a willingness to provide counseling services within the ethical guidelines of the counseling profession.

2. **Counseling Theory** – Gain significant knowledge of major counseling theories in the context of individual and group counseling and apply this knowledge to the counseling process.

3. **Helping Relationships** – Demonstrate effective individual and group counseling techniques which facilitate client growth and demonstrate the ability to evaluate progress toward treatment goals.

4. **Social and Cultural Diversity** – Develop an awareness of, and an appreciation for, social and cultural influences on human behavior and recognize the impact of individual differences on the counseling process.

5. **Human Growth and Development** – Develop an understanding of the aspects of human growth and an appreciation for the nature of human development and its integration within the counseling process.

6. **Career Development** – Develop an understanding of career development and related life factors and the effects on an individual’s mental health and lifestyle and the application within counseling.

7. **Group Counseling** – Develop both theoretical and experiential understandings of group process, development, dynamics, group counseling theories, methods, skills, and other group approaches.

8. **Assessment** – Gain knowledge and skills in assessment techniques, including standardized instruments, interviewing, and suicide and risk of violence assessment, and apply concepts to individual and group appraisal.

9. **Addictions** – Gain knowledge and skills in assessment and treatment of individuals with addictive issues.

10. **Research and Program Evaluation** – Develop the ability to read, critique, evaluate, and contribute to professional research literature.

**Clinical Mental Health Objectives**

CMH 1. **Psychodiagnosis and Treatment** – Develop a working knowledge of psychopathology, psychodiagnosis, psychopharmacology, and treatment planning principles, as well as the ethical application of each, and their effect on counseling practice.

CMH 2. **Mental Health Systems** – Develop sufficient knowledge and skills associated with working in multi-disciplinary mental health care settings and demonstrate practical knowledge in the areas of service, prevention, treatment, referral, crisis, trauma, and program management.

**School Counseling Objectives**

SC1. **Comprehensive School Counseling** – Develop sufficient knowledge and skills associated with working in professional school counseling (P-12) settings and demonstrate practical knowledge in the areas of individual and group counseling interventions, prevention programming, referral, crisis response, and program management.

SC2. **Evidence-Based Counseling Services in the Schools** – Evaluate school counseling efficacy related to closing the achievement, opportunity, and attainment gaps. Identify instruments for
measuring school counseling outcomes and use achievement-related data to demonstrate school counselor efficacy.

**Practical Application Objectives**

PA 1. Experiential Learning – Develop an integration of the knowledge and skills needed to be successful as practicing counselors through supervised practicum and internship experiences.

Northern Kentucky University – Counseling Program Handbook 4

PA 2. Personal Growth and Understanding – Develop an understanding of oneself and the use of self in the counseling process. Demonstrate an effective approach to counseling and client advocacy with a clear understanding of counselor functions and dispositions.

**B. Program Quality and Student Success**

1. What are the intended student learning outcomes of the proposed program?

The intended student learning outcomes are articulated in the program objectives as outlined above. They are assessed as students matriculate through the program using the Key Objective Assessments (KOAs), the Clinical Supervisor’s Evaluation forms and the Counseling Program Comprehensive Exam (CPCE). This process is outlined in the Counseling Program Assessment Plan.

2. How will the program support or be supported by other programs within the institution?

For the most part, the Counseling Program is fairly self-supportive as it relates to curriculum. Students from Social Work, Integrative Studies, Leadership, among others, take counseling courses and at times counseling students take elective courses from other programs.

3. Will this program replace or enhance any existing program(s) or tracks, concentrations, or specializations within an existing program?

Yes, the Dual Degree Counseling Program will significantly enhance the current School and Mental Health Programs. It would be expected that current and future students would choose the dual degree instead of a single focus. However, it is not expected that the dual degree would replace the existing programs for students that want a single focus.

5. Will this program utilize alternative learning formats (e.g. distance learning, technology-enhanced instruction, evening/weekend classes, accelerated courses)?

Yes, the program will utilize alternative learning formats. It should be remembered that all the courses required by the dual-degree Counseling program are already in place in the School or Mental Health Counseling programs. Therefore, the formats that are already in use will be continued.

**C. Program Demand/Unnecessary Duplication**

2. Specify any distinctive qualities of the program.

Some might argue that NKU already effectively trains professional counselors to work in Schools and Mental Health settings. This statement is true. NKU is one of six universities in the Greater Cincinnati area that has counseling programs. NKU would be the first to offer this Dual Degree option.

Further, the last several years have seen a number of changes in the Counseling Profession and the Counseling program at NKU. These include:

- NKU’s obtaining national accreditation by Council for the Accreditation of Counseling and Related Educational Programs (CACREP).
• NKU’s stabilization of enrollment into the Counseling program (approximately 45 students admitted every year with approximately 90 student’s total).
• Both Ohio and Kentucky (as well as many other states) giving significantly greater preference to graduates of CACREP programs.
• The Veterans Administration hiring only Counselors that graduate from a “Clinical Mental Health Counseling” CACREP program.
• Area School districts hiring many of our School Counseling graduates and also contracting with outside agencies to provide Mental Health Counseling Services.
• Agencies and Schools that provide Mental Health Services requiring or giving preference to individuals that can both be certified as School Counselor and Licensed as Professional Counselors.
• Counseling students are already taking both Counseling specialties (School and Mental Health).
• And CACREP accreditation allowing for “Dual Degree Programs.” “If a student wishes to graduate from two counseling specialty areas concurrently, he or she must meet the degree requirements for both CACREP accredited specialties. This would include meeting the curricular requirements for each specialty, a minimum of a 600 clock hour internship for each specialty, and any differences in the core curriculum. The awarding of the degree(s) must occur simultaneously.”

Therefore, along with the already approved Clinical Mental Health and School Counseling programs, a Dual Degree in Clinical Mental Health Counseling and School Counseling is justified.

The Curriculum

The program would require that students complete the Counseling Core curriculum, the Mental Health curriculum, the School curriculum and internships in each specialty. The curriculum is outlined below:
**Core Counseling Curriculum (33 cr hr)**

- COU 601 Legal and Ethical Issues in Counseling (3)
- COU 610 Counseling Diverse Populations (3)
- COU 620 Human Development (3)
- COU 630 Career Counseling (3)
- COU 640 Counseling Techniques (3)
- COU 641 Theories in Counseling and Psychotherapy (3)
- COU 650 Theories and Practice of Group Counseling (3)
- COU 660 Assessment and Evaluation in Counseling (3)
- **COU 670 Diagnosis of Emotional & Mental Disorders (3)** *
- COU 675 Substance Abuse and Addictions (3)
- COU 680 Research Methods and Program Evaluation (3)

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<thead>
<tr>
<th>Mental Health Counseling (12 cr hr)</th>
<th>School Counseling (12 cr hr)</th>
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<tr>
<td>COU 600 Orientation to Clinical Mental Health Counseling (3)</td>
<td>COU 602 Data-Driven Comprehensive School Counseling (3)</td>
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<tr>
<td>COU 671 Treatment Planning in Counseling (3)</td>
<td>COU 654 Counseling Services in the Schools (3)</td>
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<tr>
<td>COU 674 Crisis Counseling and Crisis Intervention (3)</td>
<td>COU 622 Crisis Intervention in Schools (3)</td>
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<tr>
<td>COU 642 Counseling Families and Couples (3)</td>
<td><strong>COU 621 Counseling Children and Adolescents (3)</strong></td>
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<thead>
<tr>
<th>Clinical Experience (Mental Health) (9 cr hr)</th>
<th>Clinical Experiences (School) (9 cr hr)</th>
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<tbody>
<tr>
<td>COU 690 Clinical Mental Health Practicum (3)</td>
<td>COU 693 School Counseling Practicum (3)</td>
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<tr>
<td><strong>COU 691 Internship - Mental Health (1-12; 6 cr required)</strong> **</td>
<td><strong>COU 692 Internship School Counseling (1-12; 6 cr required)</strong> **</td>
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**Electives (6 credits)***

**Total Credit hours for Mental Health: 60**  
**Total Credit hours for School: 54** *

**Double Degree: M.S. in Clinical Mental Health Counseling and M.A. in School Counseling**

<table>
<thead>
<tr>
<th>Counseling Core</th>
<th>33 credit hours</th>
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<tbody>
<tr>
<td>Mental Health Counseling</td>
<td>12 credit hours</td>
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<tr>
<td>School Counseling</td>
<td>12 credit hours</td>
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<tr>
<td>Practicum (COU690 or 693)</td>
<td>3 credit hours</td>
</tr>
<tr>
<td>Internship Mental Health</td>
<td>6 credit hours</td>
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<tr>
<td>Internship School</td>
<td>6 credit hours</td>
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**Total**  
**72 credit hours**

**Italic – requires UCC Modification.**

* A UCC proposal is currently underway to require COU 670 for both CMHC and School.
** Currently all student take COU 691 and 692 “Counseling Internships” for three credit hours each.
UCC proposals are currently underway to change these “generic” internships to variable credit and given “Specialty” (Mental Health and School, respectively) titles.
*** A UCC proposal is currently underway to make several required courses electives.