

CLEMSON UNIVERSITY

College of Health, Education and Human Development

Eugene T. Moore School of Education

REQUESTING TO OFFER A NEW DEGREE PROGRAM

Educational Specialist Degree

In

Counselor Education

with concentrations in

- 1. School Counseling**
- 2. Clinical Mental Health Counseling**

Submitted to the South Carolina Commission on Higher Education
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Classification

Program Title: Counselor Education, with concentrations in School Counseling and Clinical Mental Health Counseling

Academic Unit: College of Health, Education and Human Development; Eugene T. Moore School of Education; Department of Leadership, Counselor Education, Human and Organizational Development

Designation, type, and level of degree: Educational Specialist (Ed.S.)

Proposed date of implementation: Spring 2013

CIP Code: 13:1101

Identification of program: New Program

Site Program qualifies for supplemental Palmetto Fellows Scholarship and LIFE Scholarship awards: Yes _____ No: X

Delivery mode: Traditional, online, and blended

Justification

A key to understanding the proposal for the Educational Specialist degree in Counselor Education is that the University is requesting permission to award the Educational Specialist (new) degree with Clemson's currently approved Masters in Education in Counselor Education (M Ed).

In order to meet accreditation standards the Clemson's master's degree is 60 credit hours in length which is longer and more intense than most master's degree programs which average 30 to 36 credits.

We propose to award the M Ed and Ed S to students entering the Counseling Education program with an undergraduate degree who complete the 60 credit hours. An applicant who has a master's degree in education would enroll in the Ed S tract (master's plus 30).

Centrality of the Program to Clemson's Mission:

The program in counselor education supports Clemson's mission of "providing every student with a real-world, problem-based engagement experience or leadership opportunity within an environment that supports personal development." The existing MEd programs in counselor education (which will become a MEd/ program) provide students a minimum of 700 hours of field-based experiences. The 30-credit Ed. S.

option we are proposing will enable individuals who are currently working in the field of counselor education an opportunity to advance their knowledge and skills and directly apply those in their jobs. Further, the counselor education programs use a scholar-practitioner approach to help students choose empirically supported interventions and to prepare them as competent and ethical practitioners who can serve as leaders and advocates. This approach is in line with Clemson's mission to nurture "critical thinking, communication capabilities, and ethical judgment."

Purpose:

The purpose of the Educational Specialist () degree program in Counselor Education is to provide an opportunity for individuals to complete coursework (a) to enable them to pursue licensure as counselors (i.e., LPC) or counselor supervisors (i.e., LPC-S), (b) to enable them to pursue certification as school counselors, (c) so they can become eligible for salaries at the master's + 30 level, or (d) for professional development purposes.

The Educational Specialist () degree program in Counselor Education will use the existing 60-credit hour Master of Education (MEd) degree programs in the concentrations of school counseling and clinical mental health counseling. At the end of the sixty credit hours, a student would receive the Ed. S.

There will be two points of entry for the Ed. S. First, individuals possessing a Bachelor's degree may apply to the program and complete 60 credit hours. These students would be eligible to receive both the MEd and the degrees upon completion of the existing 60-credit hour program. Second, individuals who already possess a Master's degree (30+ credits) may apply to the program and complete a minimum of 30 credit hours earning the Ed. S. at the completion. This option allows students currently holding a master's degree and working in counselor education an opportunity to enroll in a degree program (rather than take courses as non-degree students) to develop additional counseling skills.

There are a number of reasons justifying this new degree program:

(1) The counselor education program currently offers a school counseling certification-only option for individuals who possess a master's degree in some other area of counseling but wish to seek certification as school counselors. Applicants apply as nondegree-seeking students and are required to complete the current school counseling M. Ed. program requirements.

Between Fall 2008 and Spring 2012, a total of 38 people applied to the certification-only program. Twenty-one (55% of all applicants) were offered admissions and 13 attended (62% of those offered admission). Over half of those who chose not to attend cited financial reasons. Currently, there are 7 students enrolled in the nondegree certification-only program. In the past, we had as many as 16 students enrolled in any given semester. Between Fall 2008 and Spring 2012, we averaged 11 students each semester in the nondegree program and we averaged 6 program completers per year.

One trend we have noted in recent years through the email communication we have had with potential applicants and individuals who choose not to enroll after being offered admission is decreased applications to and enrollment in the school counseling certification-only program related to financial concerns. Nondegree-seeking students pay higher per-credit tuition than do degree-seeking students (i.e., \$352 per credit for degree-seeking versus \$525 for nondegree). Also, students in the nondegree program are not eligible for federal student loans or campus assistantships; they can only secure private loans, which carry higher interest rates. Almost all certification-only students complete the program on a part-time basis and pay out of pocket each semester. It is this financial burden that has resulted in decreased enrollments. Creating an opportunity for individuals to complete the certification-only requirements as part of a degree program would allow them to take out federal student loans and pay a lower per-credit fee, thus minimizing the financial impact. We anticipate that we would have higher rates of application to and enrollment in the certification-only program if financial concerns were alleviated for some applicants. Being able to complete certification-only requirements through a degree would be one solution.

(2) Regarding the clinical mental health concentration, each semester we get a number of individuals who request to enroll as nondegree students so they can complete requisite coursework to become eligible for professional counselor licensure (LPC) in South Carolina. Having an option for these types of individuals would offer an incentive for them to complete more than just the minimum requirements for licensure.

(3) The majority of practicing school counselors in the Upstate graduated from Master's degree programs that were less than 60 credit hours – and these individuals are paid at a Master's degree pay rate unless they pursue further graduate coursework or degrees. Some of these individuals have come back to Clemson and completed an Educational Leadership degree. This degree option has been the only option to help them increase their pay rate. Individuals who come back and complete the 30-credit in Counselor Education would be eligible for Master's + 30 pay on their district salary schedule.

(4) Finally, graduates of the 60-credit hour school counseling MEd program already receive recognition for an Educational Specialist-level degree by being eligible for salaries at the Master's + 30 level in South Carolina. The SC Department of Education recognizes our 60-credit hour program as the equivalent of a Master's degree + 30 credits. This is not necessarily the case in other states. By formally adding the degree to our current MEd program, students who move to other states would be eligible for Master's + 30, or-level pay eligibility.

Student Interest and Need:

Because we anticipate the majority of people entering the 30-credit program will pursue school counselor certification, we focused our assessment of need on that concentration. In fall 2011, we surveyed school counselors employed in Greenville County School District, the largest district in SC and in close proximity to Clemson University. Of the 75 school counselors who responded, 24 indicated “yes” that they were interested in the degree and 33 indicated that “maybe” they were interested.

The counselors were asked to give the reasons they would be interested in the program, and many chose to give more than one reason. Of those who said “yes,” 14 said they would like the Masters + 30 pay, 12 would like to expand on existing knowledge and skills in counseling, 10 would like to complete coursework toward LPC requirements, and 8 would like to advance skills and knowledge in school counseling specifically. Of those who said “maybe,” 22 said they would like the Masters + 30 pay, 19 would like to expand on existing knowledge and skills in counseling, 17 would like to advance skills and knowledge in school counseling specifically, and 12 would like to complete coursework toward LPC requirements.

With nearly 60 individuals in Greenville County potentially interested in pursuing the, and without having gathered feedback from other local districts, we feel confident that we conservatively and selectively would be able to bring in 5-10 people per year over the next five years who are interested in the to become eligible for master’s + 30 pay.

Although the economic downturn has resulted in job cuts and fewer people choosing to retire, graduates of our school counseling program have fared well. Of the 36 students who graduated between May 2010 and December 2011, a total of 26 (72%) are employed as school counselors or career development facilitators in schools, 2 are employed as counselors in other settings, 3 are employed as teachers, 1 is employed as a nurse, and the remaining 4 are unaccounted for. As more and more school counselors feel comfortable retiring, we anticipate even better outcomes for future graduates.

Relationship to Other Programs:

The program will complement the existing MEd programs in Counselor Education. That is, the Counselor Education program of study currently has a 60-credit school counseling and a 60-credit clinical mental health counseling concentration. By offering a degree, Clemson University will enable students to apply for and earn a MEd and upon completing the 60-hour program. Individuals who already possess a Master’s degree in Counselor Education may apply to the program and complete a minimum of 30 credit hours. Their coursework will be taken concurrently with students in the existing MEd programs in counselor education.

The University of South Carolina offers a 66-credit hour program in counselor education with a school counseling emphasis, but they do not offer a Master’s degree program in school counseling. Their program is not set up as our proposed program would be where individuals could return and complete 30 credits only. Thus, we do not see this new degree at Clemson University competing with the existing program at USC. USC also does not have a degree option in clinical mental health counseling.

Enrollment

Admissions Criteria:

Two points of entry will exist for the degree in Counselor Education. First, individuals possessing a Bachelor's degree may apply to the program and complete 60 credit hours (the existing MEd program). These students would be eligible to receive both the MEd and the degrees upon completion of the existing 60-credit hour program in their concentration area (school or clinical mental health counseling). Second, individuals who already possess a Master's degree in Counselor Education may apply to the program and complete a minimum of 30 credit hours in their concentration area.

For either point of entry, admissions decisions would be made based on review of the following in order to assess academic potential and potential fit for the profession: (1) graduate school application, (2) undergraduate and graduate transcripts, (3) GRE scores, (4) letters of recommendation, (5) personal essay, and (6) interview.

Table A - Projected Total Enrollment:

Projected Total Enrollment						
Year	Fall		Spring		Summer	
	Headcount	Credit Hours	Headcount	Credit Hours	Headcount	Credit Hours
2012-2013	--	--	95*	855	74**	444
2013-2014	112***	1008	112	1008	82	492
2014-2015	120	1080	120	1080	82	492
2015-2016	120	1080	120	1080	82	492
2016-2017	120	1080	120	1080	82	492

Assumptions for total enrollment: (a) 2 year program, (b) $\frac{3}{4}$ of MEd/ students take fulltime load of 9+ credits, (c) current MEd students will transfer into the program, (d) 60-credit MEd/ students (average 38 per year) enter in the fall and graduate in spring, (e) 30-credit students (average 8 per year) will enter in summer and graduate in the spring, (f) most students in the program will take summer courses (6 credits), (g) some students will take more than two years to complete requirements.

* = current MEd and nondegree seeking students who will transfer in to the program

** = accounts for 29 spring graduates + 8 new admits

*** = current students +38 new MEd/ admits

Table B - Estimated New Enrollment:

Estimated New Enrollment						
Year	Fall		Spring		Summer	
	Headcount	Credit Hours	Headcount	Credit Hours	Headcount	Credit Hours
2012-2013	--	--			8	48
2013-2014	8	48	8	48	16	96
2014-2015	16	96	16*	96	16	96
2015-2016	16	96	16	96	16	96
2016-2017	16	96	16	96	16	96

Assumptions for expected new enrollment: (a) 2 year program, (b) most 30-credit students take 6 credits per semester, (c) 30-credit students (average 8 per year) will enter in summer, (e) most students in the program will take summer courses (6 credits).

*=first group of 8 students graduate

Curriculum

M Ed/Ed S Curriculum

Individuals entering the degree program with a bachelor's degree (MEd/ option):

These students must complete 60-credit course of study – detailed below.

Counselor Education Curriculum Requirements	
School Counseling	Clinical Mental Health Counseling
EDC 801 Foundations of School Counseling (3)	EDF 801 Human Growth and Development (3)
EDC 807 Child and Adolescent Counseling (3)	EDF 839 Research in Educational Leadership (3)
EDC 810 Theories/Techniques of Counseling (3)	EDC 805 Clinical Mental Health Counseling (3)
EDC 811 Multicultural Counseling (3)	EDC 810 Theories and Techniques of

	Counseling (3)
EDC 812 Career Counseling (3)	EDC 811 Multicultural Counseling (3)
EDC 813 Appraisal Procedures (3)	EDC 812 Career Counseling (3)
EDC 814 Development of Counseling Skills (3)	EDC 813 Appraisal Procedures (3)
EDC 815 Group Counseling (3)	EDC 814 Developing Counseling Skills (3)
EDC 818 Psychopathology for Counselors (3)	EDC 815 Group Counseling (3)
EDC 851 Leadership in School Counseling (3)	EDC 816 Introduction to Marriage, Couples, and Family Counseling (3)
EDF 801 Human Growth and Development (3)	EDC 818 Psychopathology for Counselors (3)
EDL 839 Research in Educational Leadership (3)	EDC 821 Psychodiagnostics for Counselors (3)
ED SP 853 Legal and Policy Issues in Special Education (3)	EDC 822 Addictions Counseling (3)
EDC 830 School Counseling Practicum (3)	EDC 823 Advanced Counseling Techniques and Strategies (3)
EDC 841 School Counseling Internship (12)	EDC 836 Clinical Mental Health Practicum (3)
Approved Electives (6)	EDC 846 Clinical Mental Health Internship (12)
	Approved Elective (3)

*Credit hours are listed in parentheses.

Ed S Curriculum

Individuals entering into the program with a Master's degree in counselor education (only option):

These individuals must complete a minimum of 30 credit hours and meet the requirements of the 60-credit Med/Ed S program. That is, they will take any required courses in the concentration that they have not already completed, and then will fill in their remaining credit requirements with elective courses. The advisor will approve elective courses based on the student's professional goals.

Assessment of student learning outcomes:

The outcome measures we will have for students in the program will be consistent with our specialty accreditation standards and relevant to their specific concentration area: (1) each year the faculty conduct a student review meeting during which we discuss student progress related to academic and dispositional factors, (2) students complete a written final examination relevant to their concentration area, (3) students complete a standardized examination relevant to their concentration area (i.e., PRAXIS for school

counseling and National Counselor Examination for clinical mental health). We expect students to maintain a 3.0 grade point average and to demonstrate professional and ethical behavior. We also expect students to receive passing scores on their final exam and credentialing exam.

New courses:

Because we anticipate that students will need to complete existing courses in their concentration areas or choose from available elective courses, we do not anticipate adding any courses for this degree program.

Faculty

Table C - Program Faculty:

Staff by Rank	Highest Degree Earned	Field of Study	Teaching in Field
Professor #1	PhD	Counselor Education	Yes
Associate Professor #1	PhD	Educational Leadership – Higher Education	Yes
Associate Professor #2	EdD	Counselor Education	Yes
Associate Professor #3	PhD	Counselor Education	Yes
Associate Professor #4	PhD	Counseling Psychology	Yes
Assistant Professor #1	PhD	Counselor Education	Yes
Senior Lecturer #1	PhD	Counselor Education	Yes
Lecturer #1	MEd	Counselor Education	Yes

New faculty and staff:

No additional or new faculty or staff will be needed to support the program.

Changes to administrative assignments:

The department chair for Leadership, Counselor Education, Human and Organizational Development will not change. The individual who serves as the coordinator for the current MEd school counseling and clinical mental health counseling programs will assume responsibility for coordinating the programs. Student advising loads will be split among all program faculty members consistent with current practice.

Institutional plan for faculty development related to the program:

Faculty members are provided on average \$2000 per year in professional travel funds to attend professional conferences and workshops. The Office of Teaching Effectiveness and Innovation provides teaching support and consultation, and offers a variety of workshops and trainings through the year.

The institutional definition of the full-time equivalents (FTE):

Clemson University employs individuals holding various teaching loads. An FTE faculty member refers to an individual teaching their expected course load as outlined in their contract. In the Department of Leadership, Counselor Education, Human and Organizational Development, teaching loads vary from 4:4 for clinical faculty members to 2:2 loads for tenure track faculty.

Table D – Administration, Faculty, Staff

Unit Administration/Faculty/Staff Support						
Year	New		Existing		Total	
	Headcount	FTE	Headcount	FTE	Headcount	FTE
Administration						
2012-2013	0	0	1	1	1	1
2013-2014	0	0	1	1	1	1
2014-2015	0	0	1	1	1	1
2015-2016	0	0	1	1	1	1
2016-2017	0	0	1	1	1	1
Faculty						
2012-2013	0	0	9	6.25	9	6.25
2013-2014	0	0	9	6.25	9	6.25
2014-2015	0	0	9	6.25	9	6.25
2015-2016	0	0	9	6.25	9	6.25
2016-2017	0	0	9	6.25	9	6.25
Staff						
2012-2013	0	0	1	.75	1	.75
2013-2014	0	0	1	.75	1	.75
2014-2015	0	0	1	.75	1	.75
2015-2016	0	0	1	.75	1	.75
2016-2017	0	0	1	.75	1	.75
Total	0	0	11	8	11	8

Physical Plant

Adequacy of space:

The program will require no additional space.

Future requirements:

No anticipated modifications or requirements related to the program are anticipated during the foreseeable future.

Equipment

No major equipment items will be needed for the program.

Library Resources

Clemson University libraries subscribe to all of the major professional journals as listed in Journal Citation Reports (see list below) and participates in an Inter-Library Loan System, making resources that may not be held by the libraries available on short notice. Library materials required by the counselor education overlap broadly with the materials currently used by other programs. This includes journals as well as books and other archival materials. As a result, the new program should require little beyond what is currently available.

The Library in General

The Clemson University Libraries are composed of R.M. Cooper Library, Special Collections, Gunnin Architectural Library, and the Tillman Media Center. The general collection at R.M. Cooper Library consists of approximately 1.5 million books and 50,000+ electronic journals. The Libraries are fully networked, and provide access to an online catalog, a variety of databases, regional and worldwide library catalogs, and the Internet. Fourteen professional librarians and five library technical assistants provide reference service in the main library. One reference librarian serves as a liaison and research specialist for faculty, staff, and students in the Eugene T. Moore School of Education. The Media Center in Tillman Hall houses an additional 10,000+ books as well as more than 500 videos.

RM Cooper Library is open 24 hours a day 5 days a week during the regular semesters providing ready access to materials and services.

Research Services for Counselor Education Students

Anne Grant is the Education Reference librarian and she is available to answer any research questions via phone, email, or chat. Students may also contact the Research Services desk in Cooper Library for assistance. An Educational Counseling LibGuide has already been created and will be regularly updated as new resources and services become available to students and faculty.

<http://clemson.libguides.com/EducationalCounseling> The Education liaison librarian will continue to be available to provide in-class library research instruction to students or one-on-one assistance outside of class.

Library Collections

Clemson University Libraries utilize the Library of Congress classification scheme for the organization of its materials thereby approximating the academic departments. The

areas that relate to Educational Counseling are found in the following Library of Congress call numbers:

BF637.C6	Counseling – Psychology
LB1027.5 – LB1027.8	Educational Counseling
LB1620.4 – LB1620.53	Educational Counseling – Secondary Ed
LB2343	Educational Counseling – Higher Ed
LB3430.5	Student Assistance Programs
HQ10	Marriage & Family Counseling
RC488.5	Marriage & Family Therapy
HF5381	Career Counseling
HV4998-HV4999, RC564	Addictions Counseling

The Library currently has approximately 1,300 books in the subject disciplines presented above. As Counselor Education is a cross-disciplinary area, there are many scholarly journals utilized by its faculty and students. A list of databases and journals follows:

Article Databases useful for searching for articles, conference proceedings, and reviews in the area of Counselor Education

- PsychINFO
- PsycArticles
- Psychology and Behavioral Sciences Collection
- Sociological Index with Full Text
- Family Studies Abstracts
- ERIC
- Education Research Complete
- Teacher Reference Center
- Social Sciences Index (part of *Web of Science*)

Partial List of Journal Subscriptions in Counselor Education

- Applied Measurement in Education
- American Educational Research Journal
- Behavioral Disorders
- Career Development Quarterly
- Child Development
- Counselor Education and Supervision
- Educational and Psychological Measurement
- Educational Psychology Review
- Educational Researcher
- Exceptional Children
- Gifted Child Quarterly
- Learning Disabilities Research and Practice
- Journal for Specialists in Group Work
- Journal of Applied Behavior Analysis
- Journal of Counseling & Development

- Journal of Counseling Psychology
- Journal of Educational and Psychological Consultation
- Journal of Educational Measurement
- Journal of Educational Psychology
- Journal of Educational Research
- Journal of Emotional and Behavioral Disorders
- Journal of Mental Health Counseling
- Journal of Multicultural Counseling and Development
- Journal of Psychoeducational Assessment
- Psychology in the Schools
- Review of Educational Research
- Professional School Counseling

Accreditation, Approval, Licensure, or Certification

Accreditation:

The 60-credit hour MEd programs in Counselor Education are currently accredited by CACREP. That accreditation will not be affected by adding the degree; no coursework requirements will change. The 30-credit option is not eligible for CACREP accreditation. The school counseling program is accredited by NCATE.

Licensure/Certification:

Individuals pursuing the degree to seek certification as school counselors in South Carolina will be required to complete the approved program of study. Upon completion of the coursework and experiential requirements and after receiving a passing score on the PRAXIS examination in school guidance and counseling, students are eligible to be considered for school counselor certification in South Carolina. CACREP accreditation status reflects that the program addresses national standards. NCATE accreditation status ensures that the program meets state standards.

Individuals pursuing licensure as professional counselor (LPC) or counselor supervisors (LPC-S) are responsible for submitting requisite documentation to the state licensing board. The National Counselor Examination (NCE) is required, and Clemson is able to serve as an official administration site twice a year – program graduates are eligible to take the exam within 6 months of graduating. Further, Clemson’s current MEd program requires coursework consistent with current LPC content requirements. The LPC and LPC-S are voluntary credentials, so it is up to students to ensure they have met requirements for the credentials they wish to pursue.

Articulation

The master’s degree is considered the terminal degree in counselor education, and, when separate from the MEd, the in counselor education typically affords individuals the opportunity to advance or expand their counseling knowledge or skills. The program

is not being administered in collaboration with any other institutions in the state.

Estimated New Costs

No additional costs associated with the program are expected. No new faculty will be hired and no additional resources will be needed.

Below is the revised budget for the Ed.S in Counselor Education. Please note the following: This budget reflects the department, not the individual program. The faculty, administrators and staff are in place. Therefore, the “reallocation of funds” category refers to the use of existing funds, operating costs, facilities, etc. are in place and are being allocated as needed to the proposed new program.

Table E – Costs to the Institution and Sources of Financing

Costs by Year						
Category	Year 1	Year 2	Year 3	Year 4	Year 5	Totals
Program Administration	10,000	10,000	10,000	10,000	10,000	50,000
Faculty Salaries	348,850	355,827	362,944	370,202	377,607	1,466,579
Graduate Assistants	0	0	0	0	0	0
Clerical/Support Personnel	6,000	6,000	6,000	6,000	6,000	30,000
Supplies & Materials	0	0	0	0	0	0
Library Resources	0	0	0	0	0	0
Equipment	0	0	0	0	0	0
Facilities	0	0	0	0	0	0
Other	25,000	25,000	25,000	25,000	25,000	125,000
Totals	389,850	396,827	403,944	411,202	418,607	1,671,579
Sources of Financing by Year						
Tuition Funding	16,800	67,200	100,800	100,800	100,800	386,400
Program Specific Fees	0	0	0	0	0	0
State Funding	0	0	0	0	0	0
Reallocation of Existing Funds	373,050	329,627	303,144	310,402	317,807	1,285,179
Federal Funding	0	0	0	0	0	0
Other Funding (Specify)	0	0	0	0	0	0
Totals	389,850	396,827	403,944	411,202	418,607	1,671,579

Institutional Approval

October 21, 2011 – Approval by Clemson University Board of Trustees

March 7, 2012 - Approval by College of Health, Education, and Human Development Curriculum Committee

May 2, 2012 – Approval by Clemson University Graduate Curriculum Committee