

ACAP  
9/10/2015  
Agenda Item 4

Name of Institution  
University of South Carolina, Columbia

Name of Program (include concentrations, options, and tracks)  
Educational Specialist (Ed.S.) in Counselor Education; **add concentration in Clinical Mental Health Counseling**

Program Designation

- Associate's Degree                       Master's Degree  
 Bachelor's Degree: 4 Year               Specialist  
 Bachelor's Degree: 5 Year               Doctoral Degree: Research/Scholarship (e.g., Ph.D. and DMA)  
 Doctoral Degree: Professional Practice (e.g., Ed.D., D.N.P., J.D., Pharm.D., and M.D.)

Does the program qualify for supplemental Palmetto Fellows and LIFE Scholarship awards?  
 Yes  
 No

Proposed Date of Implementation:  
Fall 2016

CIP Code:  
13.1101

Delivery Site(s) Columbia, SC  
51102 (Columbia Campus)

Delivery Mode

- Traditional/face-to-face\*               Distance Education  
\*select if less than 50% online               100% online  
 Blended (more than 50% online)  
 Other distance education

Program Contact Information (name, title, telephone number, and email address)  
Kathy M. Evans, Associate Professor and Program Coordinator, 803-777-1937  
kevans@mailbox.sc.edu

Institutional Approvals and Dates of Approval

USC President	July 31, 2015
USC Provost	July 30, 2015
USC Graduate Council	April 27, 2015
Dean, College of Education	March 31, 2015
Educational Studies, Department Chair	March 5, 2015

### **Background Information**

Provide a detailed description of the proposed modification, including its nature and purpose and centrality to institutional mission. (1500 characters)

The College of Education would like to add a Clinical Mental Health Counseling (CMHC) concentration to its Educational Specialist (Ed.S.) degree in Counselor Education, which currently includes concentrations in School Counseling, and Marriage, Couples & Family Counseling. The development of the new concentration in CMHC, in keeping with the University's mission to promote the dissemination of knowledge and an enhanced quality of life, is designed to address an ongoing need for mental health counselors despite the presence of two similar degree programs in South Carolina. The cross-disciplinary nature of the proposed program reflects the University's promotion of interdisciplinary collaboration, and its learning and practice objectives are directly tied to the state licensure of Licensed Professional Counselors.

The Counselor Education program is collaborating with the USC Columbia School of Medicine's Rehabilitation Counseling program on courses that will be used in the proposed concentration, as well as in an eventual new clinical rehabilitation degree being developed by the School of Medicine. Although the concentration is entitled Clinical Mental Health, the curricular focus is not on rehabilitation or pathology, but rather on mental health, well-being and prevention, programs that have traditionally been housed in Colleges of Education. This program would be accredited by the same agency that accredits our school and marriage, couple, and family counseling programs.

List the objectives of the modified program. (1500 characters)

The Clinical Mental Health Counseling concentration in the Counselor Education Program will:

- Prepare clinical mental health counselors who can apply multicultural competencies to clinical mental health counseling, specifically case conceptualization, diagnosis, treatment, referral, and prevention of mental and emotional disorders.
- Assist students in acquiring effective strategies to support client advocacy, and to influence public policy and government relations on local, state, and national levels, for the purpose of enhancing equity, increasing funding, and promoting programs that improve the practice of clinical mental health counseling.
- Prepare students conversant in the unique aspects of clinical mental health counseling, the range of mental health service delivery types —such as inpatient, outpatient, partial treatment and aftercare—and the clinical mental health counseling services network
- Provide experiences that enhance student skills in diagnosis, substance abuse, and assessment
- Introduce students to the current literature that outlines the theories, approaches, strategies, and techniques shown to be effective when working with specific populations of clients with mental and emotional disorders.
- Provide students with the academic requirements for licensure as a Licensed Professional Counselor with the state of South Carolina

### Assessment of Need

Provide an assessment of the need for the program modification for the institution, the state, the region, and beyond, if applicable. (1500 characters)

According to the National Alliance on Mental Illness, Americans are underserved by mental health professions. This is especially the case for South Carolina, where close to 170,000 adults and approximately 48,000 children live with serious mental health conditions. The Alliance also states that “in 2006, 524 South Carolinians died by suicide...[which] is almost always the result of untreated or under-treated mental illness.” South Carolina spends only \$66 per capita (or 1.6%) on mental health services. Community agencies in South Carolina serve about 30% of the adults who are living with serious mental illness, and an even lower percentage of the 48,000 children. Thus there are many in need of additional service that can be provided by private agencies that use insurance. It is expected that private networks will help meet the needs of these populations, and the Affordable Care Act will make it possible for more individuals to receive mental health services. That translates into the need for additional qualified mental health counselors who can be licensed. The Occupational Outlook Handbook predicts that there will be a 29% growth rate for mental health counselors in South Carolina as well as in the rest of the country.

Currently there are two nationally accredited clinical mental health programs offered at the state’s universities, at Clemson and Winthrop. However, strict program accreditation requirements regarding student/faculty ratios mean that even the addition of the proposed concentration at the University of South Carolina will not fully address the residual need for counselors in the state.

Will the proposed modification impact any existing programs and services at the institution?

- Yes  
 No

If yes, explain. (1000 characters)

The Counselor Education Program is collaborating with the Rehabilitation Counseling Program, housed in the Medical School, to provide courses that overlap. Both programs are accredited by CACREP and some of the core classes are common to both; the students in Rehabilitation Counseling will be taking those core courses at the College of Education. The Rehabilitation Counseling program offers skills courses that are required by both specialty areas, including substance abuse counseling. Students in Education’s Clinical Mental Health Program will be taking those courses in the School of Medicine. This course-sharing arrangement with the Rehabilitation Program means that neither program will need to hire new faculty to meet the teaching demands of this new concentration, or to meet accreditation requirements. This interdisciplinary approach will also afford both groups of students a broader perspective of the counseling profession.

**List of Similar Programs in South Carolina**

<b>Program Name</b>	<b>Institution</b>	<b>Similarities</b>	<b>Differences</b>
Rehabilitation Counseling	University of South Carolina	Some of the same core courses are needed. Many of the same basic skills are needed.	This is a separate specialty area of counseling that is more focused on medical aspects of counseling and requires different skills and different certification
Clinical Mental Health	Clemson University	Currently has an accredited clinical mental health program similar to the one we propose. They are up for re-accreditation in October 2015	Our program will be offered in Columbia which is more centrally located for many individuals. In addition to our outstanding faculty, students will be able to work with doctoral students who are highly qualified counseling professionals and who are able to broaden student perspectives of the field of counseling. Finally, the opportunities for experiential learning through practicum and internship are numerous in the Greater Columbia area.
Clinical Mental Health Counseling	Winthrop	Currently Winthrop is accredited for Community Counseling program that is being phased out of the national accreditation standards. From their website it appears that they are preparing to transition into the Clinical Mental Health Program for their 2016 re-accreditation	Our program, at the state's flagship university, provides students with an opportunity to work with faculty who are engaged in research that is cutting edge and that makes a major contribution to student learning. In addition to our outstanding faculty, students will be able to work with doctoral students who are highly qualified counseling professionals and who are able to broaden student perspectives of the field of counseling. Our central location allows for better access for potential students and greater access to practicum and internship sites. Finally, the opportunities for experiential learning through practica at our campus counseling center and internships are numerous in the Greater Columbia area.
Clinical Mental Health	South University	Currently has a nationally accredited clinical mental health program like the one we propose.	USC faculty has greater expertise, more full-time tenure track/tenured faculty. USC's Counselor Education program has been in existence for over 40 years and has a sterling reputation in the counseling community which allows for greater resources in the community for placement of practicum and internship students as well as for jobs.

### Description of the Program

Projected New Enrollment						
Year	Fall		Spring		Summer	
	Headcount	Credit Hours	Headcount	Credit Hours	Headcount	Credit Hours
2016	18	12	18	12	18	12
2017	36	21	36	21	36	12
2018	36	21	36	21	36	12
2019	36	21	36	21	36	12
2020	36	21	36	21	36	12

Note: Students will take 12 hours in fall and spring of year one of the program and have 9 hours in fall and spring of year two.

### Curriculum

The Ed.S. in Counselor Education with a concentration in Clinical Mental Health Counseling Degree requires 66 hours:

**Core Courses (33 Hours):**

- EDCE 510 - Introduction to Counseling
- EDCE 600 - Communications Skills in Counseling
- EDCE 700 - Cross-Cultural Counseling
- EDCE 702 - Counselor as Consultant
- EDCE 706 - Assessment in Counseling
- EDCE 707 - Career Development
- EDCE 710 - Professional, Legal, and Ethical Issues in Counseling
- EDCE 720 -Theories of Counseling
- EDCE 722 - Group Procedures in Counseling
- NPSY 757 - Psychopathology for Counselors
- NPSY 758 - Classification & Assessment of Mental Disorders

**Specialization and Elective Courses - Clinical Mental Health Counseling (12 Hours)**

- EDCE 714 - Clinical Mental Health Counseling
- NPSY 760 - Addictions Rehabilitation
- Electives (6)

**Clinical Preparation Courses - Clinical Mental Health Counseling (6 Hours)**

- EDCE 724 - Techniques of Clinical Mental Health Counseling
- Elective (3)

**Clinical Courses - Clinical Mental Health Counseling (9 Hours):**

- EDCE 803- Practicum in Clinical Mental Health Counseling
- EDCE 804 - Internship in Clinical Mental Health Counseling

**Research (3 Hours)**

**Human Growth and Development (3 Hours)**

### Curriculum Changes

**Note: Complete this table only if there are changes to the curriculum.**

<b>Courses Eliminated from Program</b>	<b>Courses Added to Program</b>
	EDCE 714 Clinical Mental Health Counseling 3 credit hours
	EDCE 724 Techniques in Clinical Mental Health Counseling 3 credit hours
	EDCE 803 Practicum in Clinical Mental Health Counseling 3 credit hours
	EDCE 804 Internship in Clinical Mental Health Counseling 6 credit hours
	NPSY 760 Addictions Rehabilitation 3 credit hours

### Faculty

Provide a brief explanation of any additional institutional changes in faculty and/or administrative assignment that may result from implementing the proposed program modification. (1000 characters)

The proposed program modification will not require any additional faculty. Almost all of the required courses that students need are either already being taught or will be taught by existing faculty in the College of Education. The courses that are not taught in the College of Education are already being taught in the College of Medicine by the existing Rehabilitation Counseling faculty who have agreed to add our students to their rosters.

### Resources

Identify any new library/learning resources, new instructional equipment, and new facilities or modifications to existing facilities needed to support the modified program. (2000 characters)

Most of the learning resources needed for this new concentration are being provided for already either through our library holdings or interlibrary loan. The counseling laboratory was just refurbished so at this time no additional funds will be needed for this new concentration. When students register for classes, they pay a lab fee for all classes that use the laboratory. This fee helps maintain the laboratory, and pays for the software and servers that are needed.

### Financial Support

Estimated New Costs by Year						
Category	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	Total
Program Administration	0	0	0	0	0	0
Faculty and Staff Salaries	0	0	0	0	0	0
Graduate Assistants	0	0	0	0	0	0
Equipment	0	0	0	0	0	0
Facilities						
Supplies and Materials						
Library Resources	0	0	0	0	0	0
Other*	4,050	4,050	4,050	4,050	4,050	20,250
<b>Total</b>	4,050	4,050	4,050	4,050	4,050	20,250
Sources of Financing						
Category	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	Total
Tuition Funding	324,648	595,188	595,188	595,188	595,188	2,705,400
Program-Specific Fees						
State Funding (i.e., Special State Appropriation)						
Reallocation of Existing Funds						
Federal Funding						
Other Funding*	4,050	4,050	4,050	4,050	4,050	20,250
<b>Total</b>	328,698	599,238	599,238	599,238	599,238	2,725,650
<b>Net Total</b> (i.e., Estimated New Costs Minus Sources of Financing)	324,648	595,188	595,188	595,188	595,188	2,705,400

Provide an explanation for these costs and sources of financing in the budget justification.

\*This is the cost of the software needed to run the counseling laboratory. It is paid for by student lab fees.

### Budget Justification

Provide a brief explanation for the other new costs and any special sources of financing (state funding, reallocation of existing funds, federal funding, or other funding) identified in the Financial Support table. (1000 characters)

**Note: Institutions need to complete this budget justification *only* if any other new costs, state funding, reallocation of existing funds, federal funding, or other funding are included in the Financial Support table.**

As a result of last year's search, the Counselor Education program was fortunate enough to gain two faculty members this past fall instead of just one. The second position was given to a spousal hire. Because of the addition to our faculty, we have the faculty resources we need to add a concentration and still be in compliance with our accrediting body. The additional students will not require an increase in administrative costs in terms of everyday functioning. The current faculty and staff within the department are sufficient to cover workload related to this new concentration. There will be an additional cost when the program comes up for accreditation which will not be until 2022. The addition of this concentration will not require graduate assistant support. The software used for the laboratories is based on a per-student cost which is offset by the laboratory fees that students pay for the classes that use the lab. Therefore, we do not see a need for additional funding.

### Evaluation and Assessment

Will any the proposed modification impact the way the program is evaluated and assessed?

Yes

No

If yes, explain. (1000 characters)

Will the proposed modification affect or result in program-specific accreditation?

Yes

No

If yes, explain; if the modification will result in the program seeking program-specific accreditation, provide the institution's plans to seek accreditation, including the expected timeline for accreditation. (500 characters)

The Counselor Education Program degrees are already accredited by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP). We have three areas of concentration that are accredited by CACREP – School Counseling; Marriage, Couples and Family Counseling; and the Ph.D. in Counselor Education and Supervision. This would be the fourth area to be accredited. An expedited accreditation is possible for the new concentration since the Program recently underwent a full accreditation cycle in 2014 and all other specialty areas are accredited through 2022.

Will the proposed modification affect or lead to licensure or certification?

Yes

No

If yes, explain how the program will prepare students for licensure or certification. (500 characters)

Just as our other two Ed.S. concentrations do, this new concentration provides students with the academic requirements for licensure as a professional counselor (LPC). All the core courses for licensure will be required for students in this new concentration as well as the experiential learning in practicum and internship. Students will be able to sit for the licensure examination and once they have passed, they will spend 2 years gaining experience under supervision to earn their license.

### **Teacher or School Professional Preparation Programs**

Is the proposed modified program a teacher or school professional preparation program?

Yes

No

If yes, complete the following components.

Area of Certification

Attach a document addressing the South Carolina Department of Education Requirements and SPA or Other National Specialized and/or Professional Association Standards.