

21 Proposal # (Academic Affairs use only) S20psy3 Proposal # (College use only)

REQUEST FOR A NEW PROGRAM

University of Central Oklahoma

Proposed Name of Program (limited to 30 spaces)

Counseling Psychology

Name of Program: (full name of the program if longer than 30 characters)

Counseling Psychology

Degree Designation (ex. B.S., M.A.)

M.A.

Program Director

Lorry Youll

Specialty Accrediting Agency

Masters in Psychology and Counseling Accreditation Council (MPCAC)

CIP Code: 42.2803

For information regarding CIP codes contact your department chair or visit:
http://sites.uco.edu/academic-affairs/ir/program_inventory.asp

Date submitted to Provost Cabinet: Sept 2 - Dean's Council

All proposals for new programs and majors must be presented by the College Dean to the Provost Cabinet for prioritization, planning and approval to proceed.

Psychology

Department submitting the proposal

Thomas Hancock

Thancock7@uco.edu

5450

Person to contact with questions

email address

Ext. number

Approved by:

[Signature]
Department Chair

7/29/20
Date

[Signature]
College Curriculum Committee Chair
(Please notify department chair when proposal is forwarded to dean.)

8/21/20
Date

[Signature]
College Dean
(Please notify department chair when proposal is forwarded to AA.)

8/21/20
Date

Academic Affairs Curriculum or Credentials Council Date

Office of Academic Affairs

Date

Effective term for this program change
(Assigned by Academic Affairs)

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Evaluation Criteria

All actions in the approval of new programs for public institutions are subject to a stipulation regarding the program's ability to attain specified goals that have been established by the institution and approved by the State Regents. At the conclusion of an appropriate period of time, the program's performance shall be reviewed on the basis of the specified goals in a manner mutually satisfactory to the sponsoring institution and the State Regents. Final endorsement of the program will depend on demonstrated viability.

A. Centrality of the Proposed Program to the Institution's Mission and Approved Function(s)

A program should adhere to the role and scope of the institution as set forth in its mission statement and as complemented by the institution's academic plan. List the objectives of the proposed program and explain how the proposed program relates to the institutional mission, academic plan, and approved function(s). An evaluation will be made as to the centrality of the program to the institution's mission. There are certain circumstances when institutions may request approval to offer programs outside their function as stated in the *Functions of Public Institutions* policy. However, budget constraints, system efficiency, and concerns about institutional capacity and priorities may further limit expansion of programmatic functions. Requests of this nature should be on a limited basis. (*Institution's response/rationale should follow each criteria, A through I of this policy;*

Institutions requesting programs outside their approved programmatic function should contact Dr. Debbie Blanke (405-225-9145) or Dr. Stephanie Beauchamp (405-225-9399) for additional information and forms.

Program Objectives

- (a) Demonstrate an understanding of the ethical and legal standards of behavior for counselors and consistently function in an ethical, professional manner.
- (b) Consistently function in an ethical manner.
- (c) Demonstrate skills in creating effective therapeutic relationships that facilitate the counseling process.
- (d) Demonstrate effectiveness in working with diverse models, theories, and techniques that contribute to positive outcomes in counseling including evidence-based treatments.
- (e) Demonstrate skills in conducting effective assessment and treatment of children, couples and families while being sensitive to the special needs and considerations of these client populations.
- (f) Demonstrate an understanding of the importance of the science of psychology, applied research, and scientific inquiry and their contributions to the counseling process.
- (g) Demonstrate skills in working in gender and culturally diverse contexts and with individuals who are culturally diverse.
- (h) Demonstrate an understanding of empirically validated group psychotherapy theory, techniques and process dynamics.
- (i) Demonstrate a trans-theoretical understanding of the development, diagnosis and treatment of psychopathology.

The Counseling Psychology Program will continue to reflect UCO's mission through the Counseling Psychology M.A. degree by helping students learn and providing a transformative education experience. Through the sequential course work and course objectives, students will become productive, creative, ethical, and engaged citizens and leaders serving our global community.

The Counseling Psychology Program prepares graduates to provide services in diverse settings including community mental health centers, youth and family service agencies, marriage and family counseling centers, child guidance clinics, university counseling centers, psychiatric hospitals, shelters and centers for child abuse and domestic violence, and private practice. Some graduates complete additional training at the doctoral level.

B. Curriculum

The curriculum should be structured to meet the stated objectives of the program. Explain how the curriculum achieves the objectives of the program by describing the relationship between the overall curriculum or the major curricular components and the program objectives.

Counseling Psychology (M.A.)

Fall – First Year

PSY	5193	Experimental Design	3
PSY	5823	ABA 1: Foundations in Behavior Analysis	3
PSY	5153	Cognitive Assessment	3

Spring – First Year

PSY	5833	ABA II: Applications of Techniques in Applied Behavior Analysis	3
PSY	5233	Psychopathology	3
PSY	5473	Individual Counseling	3

Summer – First Year

PSY	5263	Legal & Ethical Aspects of Counseling	3
PSY	5143	Advanced Developmental Psychology	3

Fall – Second Year

PSY	5253	Personality & Pathology Assessment	3
PSY	5483	Group Counseling	3
PSY	5883	School Based Psycho-Educational Intervention	3

Spring – Second Year

PSY	5493	Competency Based Counseling	3
PSY	5533	Couples & Family Counseling	3
PSY	5523	Child & Adolescent Counseling	3

Summer – Second Year

PSY	5873	Ethical Conduct & Principles of ABA	3
PSY	5033	Culture & Gender Diversity	3

Fall – Third Year

PSY	5783	Behavioral Neuroscience	3
PSY	5900	Practicum Counseling Psychology I (3 hrs)	3

Spring – Third Year

PSY	5333	Psychopharmacology	3
PSY	5900	Practicum Counseling Psychology II (3 hrs)	3

Total Hours 60

The master's degree in Counseling Psychology is a three-year, full-time program that prepares graduates to provide services in diverse settings including community mental health centers, youth and family service agencies, marriage and family counseling centers, child guidance clinics, university counseling centers, psychiatric hospitals, drug and alcohol treatment centers, shelters and centers for child abuse and domestic violence, and private practice. Some graduates complete additional training at the doctoral level. Students in the counseling program are typically working towards Licensure as a Professional Counselor (LPC) or Behavioral Practitioner (LBP). Each license requires that applicants complete a Master's degree with at least sixty (60) hours of counseling related coursework. Further information concerning licensure may be obtained from the Oklahoma

State Department of Health at www.ok.gov/health/Protective_Health/Professional_Counselor_Licensing_Division. The M.A. in Counseling Psychology is accredited by the Masters in Psychology and Counseling Accreditation Council (MPCAC).

Practicum. Training in the Counseling program culminates in a two consecutive semester practicum. During practicum, students provide supervised services to a diverse clientele in faculty-approved settings. Pre-practicum meetings are held with the Practicum Coordinator prior to each semester's practicum placement to provide information to students about the application that will be submitted to the Practicum Coordinator. Each student must submit an application, an official transcript, and a curriculum vita. In addition to submitting the required materials, students must have completed all of the specified counseling and assessment courses and have no more than nine hours of coursework (not including practicum) remaining. Once each application has been submitted and minimum requirements have been met, the Counseling Faculty will review the application and the Practicum Coordinator notify the applicant of his/her status. Students' performance during their courses of study will be used to assess whether they have acquired the minimum counseling and assessment skills necessary for practicum placement. Concerns about students' readiness will be addressed by the counseling faculty each semester and students will be notified concerning any remediation necessary prior to applying for practicum. Due to the serious nature of providing counseling and assessment services, students in the Counseling Program will be reviewed each semester via coursework regarding their personal and professional readiness to apply for practicum.

LPC or LBP Exam Course Sequence

Students who have completed a master's degree in Psychology or a related field but do not have the required 60 hours to become a LPC or LBP must meet the same application requirements to take the additional hours as do students who are applying for their first master's degree in Counseling Psychology. Students who are completing the additional 33 hours are encouraged to explore earning a second master's degree in General Psychology.

For undergraduate degree programs only

As part of the broader work of the Mathematics Success Initiative, the Math Pathways Task Force has identified four gateway mathematics courses that are suitable general education mathematics course options. These courses, *College Algebra/Pre-Calculus*, *Introduction to Statistics*, *Functions and Modeling*, and *Quantitative Reasoning*, are included on the Course Equivalency Project transfer matrix and provide rigorous mathematical content that is more relevant and appropriate for specific academic majors.

If the proposed program requires a general education mathematics course, please complete the following questions:

1. Which mathematics course is required as part of the general education requirements? If the program allows for multiple gateway mathematics course options, provide a rationale for each.
Click here to enter text.
2. Describe how the mathematics course was selected and how it best meets the needs of the program's students. Click here to enter text.
3. How does this mathematics course articulate with your partner institutions? Click here to enter text.

(For more information regarding the gateway mathematics courses, please contact Dr. Rachel Bates (405) 225-9168)

The proposed program must meet the State Regents' minimum curricular standards including the total credit hour requirements for program completion, liberal arts and sciences, general education, and area of specialization credit hour requirements (refer to State Regents' Policy 3.15 Undergraduate Degree Requirements). Additionally, the curriculum should be compatible with accreditation or certification standards, where available. Any clinical, practicum, field work, thesis, or dissertation requirements should be included in the proposal.

Provide the following information for the program and for each option (some categories may not apply to all programs):

For Master's and Doctorate Degrees:

Total number of hours required for degree: 60
Number of hours in program core: 60
Number of hours in option (if applicable):
Number of hours in thesis/dissertation/project:
Number of hours in electives (if applicable):

For Bachelor's and AA/AS Degrees:

Total number of hours required for degree:
Number of hours in general education:
Number of hours in major:
Number of hours in degree program core (if applicable):
Number of hours in option (if applicable):
Number of hours in guided electives (if applicable):
Number of hours in general electives (if applicable):

For AAS Degrees:

Total number of hours required for degree:
Number of hours in general education:
Number of hours in technical specialty:
Number of hours in technical support courses (if applicable):
Number of hours in technical related coursework (if applicable):

Describe how the proposed program will articulate with related programs in the state. It should describe the extent to which student transfer has been explored and coordinated with other institutions.

Students who complete an undergraduate degree from an accredited college or university will be eligible to apply, and if accepted, enter the program. Students enter as a cohort and are expected to follow the course sequences as courses build on one another. Any transfer students from a different university or UCO will be considered and will still be required to complete all courses as listed and through the same sequential manner.

Specific curricular information. List courses under the appropriate curricular headings and asterisk new courses. In the curriculum description, indicate the total number of new courses and how development will be funded. If a course has a prerequisite, list the prerequisite courses in parentheses. NOTE: All prerequisite courses must be included as part of the undergraduate or graduate degree requirements. **For undergraduate degrees, specific General Education requirements must be included.**

The M.A. in Counseling Psychology will be similar to the previous Master of Arts in Psychology, with the option of Counseling Psychology (a current major that will be deleted). The MA degree will still be approved by MPCAC and require students to complete a minimum of 60 total credit hours. The new proposed M.A. degree follows the same course sequence with a minor modification to the required courses by removing PSY 5633 Cognitive Psychology from the required curriculum and adding PSY 5833 ABA II: Applications of Techniques in Applied Behavior Analysis. With the modifications suggested, the total number of hours for

completion of the M.A. will remain 60. Because students enter the program and proceed through a cohort model, courses are sequential therefore there are no specific prerequisite courses.

C. Academic Standards

Clearly state the admission, retention, and graduation standards which, must be equal to or higher than the State Regents' policy requirements, and should be designed to encourage high quality.

Admission:

- Admission to the ***program in Counseling Psychology*** is for **Fall semester only**. Application **Deadline is January 15**. Online application for admission (www.uco.edu/graduate/).
- Official copies of undergraduate and graduate transcripts from each institution attended with all degrees posted. All transcripts must be from accredited institutions. Undergraduate transcripts must show:
 - A preferred minimum 3.00 GPA overall or 3.00 GPA in the last 60 hours attempted.
 - Preferred completion of **9** undergraduate hours as follows: ***PSY 3713, PSY 3903, and PSY 4753 or equivalent.***
- Students with a native language other than English must submit evidence of English language proficiency. See [Admission to Graduate Studies - English Language Proficiency \(p.15\)](#).
- A preferred GRE score of at least 290 on the combined verbal reasoning and quantitative sections, and a minimum of 3.5 on the writing section.

A completed Counseling Psychology application which is available online at <http://www.uco.edu/ceps/forms/psychology-masters-in-counseling-application-test.php>

*Some students may be admitted on a provisional basis at the discretion of the program coordinator and per admissions of Graduate Studies.

Retention and Graduation Standards:

1. Plan of Study – Students will submit a plan of study, or summary of course requirements, indicating the trajectory of the sequential courses. Each year, students will enter in as a new cohort and will move through the program together. Some exception may be made due to potential waived courses or transfers into the program from a different major. Students must meet with an advisor and obtain approval for the proposed Plan of Study. They must then file it with the Psychology Department and subsequently with the Jackson College of Graduate Studies (JCGS). The plan must be signed and dated by the student and the graduate program advisor before it can be considered official.
2. The student must maintain an overall GPA of 3.00 or higher.
3. No more than six hours of “C” will be applied to the degree requirements.
4. Students must complete all courses, practicums, clinic experiences, and internship per program guidelines and required hours of supervision.
5. Apply for graduation through the JCGS by advertised deadline.

D. Faculty

Faculty resources shall be demonstrated to be adequate and appropriate for the proposed program. The number of faculty will meet external standards where appropriate. The qualifications of faculty will support the objectives and curriculum of the proposed program. Faculty qualifications, such as educational background, non-collegiate and collegiate experience, and research and service interests and contributions, which relate to the proposed program, should be summarized. The institution must demonstrate that core programmatic faculty possess the academic and research credentials appropriate to support the program. Attach faculty vita or provide explicit summaries.

The Psychology Department at the University of Central Oklahoma (Spring 2020) currently has sixteen full-time faculty who collaborate to produce a Master of Arts in Counseling Psychology (MACP), a Master of Arts in Experimental Psychology, a Master of Arts in General Psychology, and a Master of Arts in School Psychology. The core counseling faculty (*) teach all of the applied

assessment and counseling classes in the MACP program. All of these core counseling faculty have doctoral degrees in either counseling or clinical psychology and are licensed psychologists in the state of Oklahoma. They have all practiced within their areas of expertise, such as assessment, children, couples, and families. Various members of our experimental psychology faculty (***) teach experimental design, psychopharmacology, and behavioral neuroscience, and our school psychology faculty (***) teach Applied Behavioral Analysis I and II. Other faculty members are listed because they might teach one of the undergraduate prerequisites that we require of some students.

- Lorry Youll: Ph.D. in Counseling Psychology*
- Janelle Grellner: Ph.D. in Counseling Psychology*
- Caleb Lack: Ph.D. in Clinical Psychology*
- Robert Doan: Ph.D. in Counseling Psychology*
- Scott Singleton: PsyD in Psychology and Certified Behavioral Analyst **
- Megan Purdum Larson: Ph.D. in School Psychology**
- Mickie Vanhoy: Ph.D. in Experimental Psychology***
- Nora Gayzur: Ph.D. in Neuro. Psychology***
- Thomas Hancock: Ph.D. in Cognitive Psychology***
- Mark Hamlin: Ph.D. in Quantitative Psychology***
- Robert Mather: Ph.D. in Social Psychology***
- Tephillah Jeyaraj: Ph.D. in Biological Psychology***
- Alicia Limke-McLean: Ph.D. in Social Psychology ***
- Gabriel Rupp: Ph.D. in Composition/Rhetoric/Literacy***
- J. Adam Randell: Ph.D. in Social Psychology ***
- Jaclyn Maass, Ph.D. in Cognitive Psychology***

The following is a list of the proposed program courses and the qualified faculty who currently teach them.

Course #	Course Name	Qualified Instructor
PSY 5193	Experimental Design	Dr. Mickie Vanhoy/Dr. Alicia Limke-McLean
PSY 5823	ABA I: Foundations of Behavior Analysis	Dr. Scott Singleton
PSY 5473	Individual Counseling	Dr. Lorry Youll
PSY 5263	Legal & Ethical Aspects of Counseling	Dr. Lorry Youll
PSY 5153	Cognitive Assessment	Dr. Lorry Youll
PSY 5833	ABA II: Application of Techniques in ABA	Dr. Scott Singleton
PSY 5483	Group Counseling	Dr. Janelle Grellner
PSY 5233	Psychopathology	Dr. Megan Purdum
PSY 5563	Advanced Social Psychology	Dr. Alicia Limke-McLean
PSY 5143	Advanced Developmental Psychology	Dr. Nora Gayzur
PSY 5253	Personality Psychopathology & Assessment	Dr. Caleb Lack/Dr. Megan Purdum/Adjunct
PSY 5683	Advanced Counseling	Dr. Caleb Lack
PSY 5493	Competency Based Counseling	Dr. Janelle Grellner
PSY 5533	Couple & Family Counseling	Dr. Robert Doan
PSY 5783	Behavioral Neuroscience	Dr. Tephillah Jeraraj-Powell
PSY 5523	Child and Adolescent Counseling	Dr. Caleb Lack
PSY 5333	Psychopharmacology	Dr. Tephillah Jeraraj-Powell
PSY 5033	Culture & Gender Diversity	Dr. Lorry Youll

PSY	5900	Practicum Counseling Psychology I (2 hr)	Dr. Caleb Lack
PSY	5900	Practicum Counseling Psychology II (2 hr)	Dr. Caleb Lack

E. Support Resources

Access to the qualitative and quantitative library resources must be appropriate for the proposed program and should meet recognized standards for study at a particular level or in a particular field where such standards are available. Books, periodicals, microfilms, microfiche, monographs, and other collections shall be sufficient in number, quality, and currency to serve the program. Adequacy of electronic access, library facilities, and human resources to service the proposed program in terms of students and faculty will be considered.

Physical facilities and instructional equipment must be adequate to support a high quality program. The proposal must address the availability of classroom, laboratory, and office space as well as any equipment needs. Describe all resources available.

Students currently in the MA – Psychology - Counseling Psychology program have demonstrated that resources currently in place are sufficient. Previous and current students have completed coursework and practicums/internships utilizing the current available resources. Proposed changes are minor and include exchanging 3 three hour courses for 3 existing three hour courses that already offered and taught via psychology faculty. The current proposed program simply removes three courses from the curriculum and adds three others.

F. Demand for the Program

Proposed programs must respond to the needs of the larger economic and social environment. Thus, the institution must demonstrate demand for the proposed program.

1. Student Demand: Clearly describe all evidence of student demand, normally in the form of surveys of potential students and/or enrollments in related programs at the institution, which should be adequate to expect a reasonable level of productivity.

Every January, we have approximately 50 students apply for 15-18 positions to begin the Counseling program in the fall. We have a program completion rate of about 87% (we lose approximately 1 student each year to personal/family reasons or switching to a different program in our department). All of our students in the last five years have passed the state LPC licensing exam and found employment in the field.

2. Employer Demand: Clearly describe all evidence of sufficient employer demand, especially in the five workforce ecosystems developed by the State Department of Commerce that includes aerospace and defense, energy, agriculture and biosciences, information and financial services, and transportation and distribution. This demand can be demonstrated in the form of anticipated openings in an appropriate service area and in relation to existing production of graduates for the institution's service area and/or state. Such evidence may include employer surveys, current labor market analyses, and future manpower projections. Where appropriate, evidence should demonstrate employers' preferences for graduates of the proposed program over persons having alternative existing credentials and employers' willingness to pay higher salaries to graduates of the proposed program.

Demand for counseling psychologists is exceptionally strong and on the rise. As life has become more stressful, schools and communities have come under increasing pressure to provide mental. The field of Counseling Psychology is one of the few fields in the nation that is predicted to grow at almost 3 times the rate of other forms of employment. Between 2012 and 2022, employment in the field of Mental Counseling is predicted to increase by 29% (36,700 new jobs).

Estimated Student Demand for the Program

Project estimated student demand for the **first five years** of the program.

Academic Year	Degrees Conferred	Majors (Headcount) Fall Semester
2021	0	15
2022	0	15
2023	0	15
2024	12	15
2025	12	15

Programs are provisionally approved and given enough time for a planning year plus the number of years necessary to produce one graduating class (i.e. a two-year program is allowed three years to meet its graduates and majors goals, a four-year program is allowed five years, etc.) unless the institution makes a specific timeframe request with a strong rationale.

Using the above estimated student demand, please indicate the specific productivity criteria and timeframe for final review of the program:

This program will enroll a minimum of 15 students in fall 2025 year; and will graduate a minimum of 12 students 2024-25.

(NOTE: Productivity data must come from the same academic year. Example: enroll a minimum of 50 students in fall 2015 and graduate a minimum of 35 students in 2015-2016)

Electronic Delivery

Is this program intended to be offered through online delivery or other computer-mediated format or will be advertised as available through online delivery or other computer-mediated format?

Yes No

If yes, describe the delivery method that will be used to deliver the program content (e.g., Blackboard, Desire2Learn, etc.) and the major features that will facilitate learning.

Click here to enter text.

Does your institution have prior Electronic Delivered Program approval?

Yes No

Note: If requesting institution has not gone through the electronic delivery approval process, you must also complete the Institutional Request for Electronic Delivery Approval section beginning on page 9 of this form.

G. Unnecessary Duplication

The elimination of unnecessary program duplication is a high priority of the State Regents. Where other similar programs may serve the same potential student population, the proposed program must be sufficiently different from existing programs or access to existing programs must be sufficiently limited to warrant initiation of a new program.

Provide specific evidence that the proposed program is not unnecessarily duplicative of similar offerings at other state system institutions.

UCO currently has a program similar to the proposed program but only as a Master of Art in Psychology with the option of declaring the major in counseling psychology. That degree will be deleted and the Counseling Psychology Program will be a stand-alone program/major.

Have you explored opportunities to collaborate in dual, joint, or consortial programs?

Yes

If yes, explain and, if applicable, attach Memorandum of Understanding and all appropriate documents regarding the dual, joint, or consortial degree plan.

Click here to enter text.

No

If no, explain

The proposed program offers minimum changes to the current Master's program (modification of courses). This is a low risk, high reward result.

H. Cost and Funding of the Proposed Program

The resource requirements and planned sources of funding of the proposed program must be detailed in order to assess the adequacy of the resources to support a quality program. This assessment is to ensure that the program will be efficient in its resource utilization and to assess the impact of this proposed program on the institution's overall need for funds.

Provide evidence of adequate funding, which will include, but not be limited to:

1. **Reallocation of Existing Resources:** The institution must provide evidence of campus funds to be reallocated to the proposed program. The source and process of reallocation must be specifically detailed. An analysis of the impact of the reduction on existing programs and/or organization units must be presented.

No additional funding will be necessary. The psychology department already houses the additional ABA II: Applications of Techniques in Applied Behavior Analysis course and a Master of Arts in Psychology - Counseling Psychology coursework that is the foundation of the proposed program. The program coordinator's responsibilities will not change, nor will the accreditation expectations.

2. **Tuition and Fees:** The institution must provide evidence of a projected increase in total student enrollments to the campus as a result of the proposed program.

As a version of the new Counseling Psychology Program already exists within the department as the Master of Arts in Psychology - Counseling Psychology the current robust enrollment will continue. At present, the psychology program already practicing regulating and capping graduate student acceptances yearly.



3. Discontinuance or Downsizing of an Existing Program or Organizational Unit: The institution must provide adequate documentation to demonstrate sufficient savings to the state to offset new costs and justify approval for the proposed program.

The university already offers a master's level degree in counseling. The proposed program and course sequence is reflective of the current program, with minimum modifications that include replacing an already existing coursework and adjustment of the Plan of Study. There will be no additional resources needed.

Cost/Funding Explanation

Complete the following table for the first five years of the proposed program and provide an explanation of how the institution will sustain funding needs for the life of the proposed program in the absence of additional funds from the State Regents. *The total funding and expenses in the table should be the same, or explain source(s) of additional funding for the proposed program. **(NOTE: Each funding and/or expense amount provided must include an explanation regarding the source of the funds or how the funds will be utilized.)**

Cost/Funding Summary:

Additional costs will be minimal if any. All coursework is currently offered, or to be offered through the previously existing school psychology master's program and other graduate programs within the department. The potential exception will be the single proposed course addition that will be taught by an existing faculty member. The overall proposed program change yields a high reward and satisfaction rate to both students and employers.

Program Resource Requirements

A. Funding Sources	Year of Program				
	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
Total Resources Available from Federal Sources					
<i>Explanation: None at this time</i>					
Total Resources Available from Other Non-State Sources					
<i>Explanation: None at this time.</i>					
Existing State Resources					
<i>Explanation: The amounts above reflect current funds within the College of Education and Professional Studies already budgeted to support programmatic expenses.</i>					
State Resources Available through Internal Allocation and Reallocation					
<i>Explanation: Click here to enter text.</i>					
Student Tuition	\$117,792	\$235,584	\$353,376	\$353,376	\$353,376
<i>Explanation and Calculations (Note: Tuition calculation should be based on the estimated student demand indicated in section F "Demand for the Program" of this form): The amounts above were calculated based on resident graduate tuition of \$327.20 per credit hour. Estimates include a minimum of 24 credit hours per year, per student and enrollment of 15, 30, 45, 45, 45 in years 1 through 5.</i>					
TOTAL	\$117,792	\$235,584	\$353,376	\$353,376	\$353,376

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B. Breakdown of Budget Expenses/Requirements	Year of Program				
	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
Administrative/Other Professional Staff					
<i>Explanation:</i> Click here to enter text.					
Faculty					
<i>Explanation:</i> Click here to enter text.					
Graduate Assistants					
<i>Explanation:</i> Click here to enter text.					
Student Employees					
<i>Explanation:</i> Click here to enter text.					
Equipment and Instructional Materials					
<i>Explanation:</i> Click here to enter text.					
Library					
<i>Explanation:</i> Click here to enter text.					
Contractual Services					
<i>Explanation:</i> Click here to enter text.					
Other Support Services					
<i>Explanation:</i> Click here to enter text.					
Commodities					
<i>Explanation:</i> Click here to enter text.					
Printing	\$500	\$500	\$500	\$500	\$500
<i>Explanation:</i> Click here to enter text.					
Telecommunications					
<i>Explanation:</i> Click here to enter text.					
Travel					
<i>Explanation:</i> Click here to enter text.					
Awards and Grants					
<i>Explanation:</i> Click here to enter text.					
TOTAL	\$500	\$500	\$500	\$500	\$500

I. Program Review and Assessment

Describe program evaluation procedures for the proposed program. These procedures may include evaluation of courses and faculty by students, administrators, and departmental personnel as appropriate. Plans to implement program review and program outcomes-level student assessment requirements as established by State Regents' policies should be detailed. Program review procedures shall include standards and guidelines

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for the assessment of student outcomes implied by the program objectives and consistent with the institutional mission.

Students' performance during their course of study is used to assess whether they have acquired the minimum counseling and assessment skills necessary for practicum placement. Concerns about students' readiness is addressed by the Counseling Training Committee (CTC), composed of the MACP faculty, and students are notified concerning any remediation necessary. Due to the serious nature of providing counseling and assessment services, students are reviewed periodically by the CTC regarding their personal and professional readiness to apply for practicum.

More specifically, students are closely monitored during the applied core classes (Individual Counseling, Advanced Counseling, Competency Based Counseling, Couples and Family Counseling, and Child and Adolescent Counseling) and the CTC meets when concerns about individual students arise. Additionally, grades of C in the core classes are not considered acceptable and those classes must be retaken to demonstrate competence. Evaluation forms are completed on each student in the Individual and Advanced Counseling classes to specifically assess competencies (see subsequent pages at end of this section). In the Couples and Family Class students are required to demonstrate competency via applying the principles of Bowenian, Structural, Strategic, and Narrative theories to a specific family case in a course capstone final exam. Psychopathology students are required to demonstrate diagnostic competence on a final exam over the DSM diagnostic manual. Child and Adolescent Counseling classes require the student to conduct an assessment on a child or adolescent and conduct in-class interviews of cases and role plays. Final practicum evaluations are done by on-site supervisors on each student.

Other documents required for dual or joint degree requests

If requesting a dual or joint degree, attach the New Joint or Dual Program Request cover page.

INSTITUTIONAL REQUEST FOR ELECTRONIC DELIVERY

NOTE: Institutions that have completed the electronic delivery approval process and have been approved to offer electronically delivered programs have already provided the information requested in this section; and therefore, are not required to complete this section. If requesting institution has not completed the electronic delivery approval process must complete all sections on pages 9 – 11 of this form. If you have any questions contact Dr. Stephanie Beauchamp (405-225-9399).

Program Approval Procedures for New Online Programs

Institutions that have not been approved previously to offer online programs are required to request approval as follows: (1) if programs are offered in such a manner that an individual student can take 100 percent of the courses for the major through online delivery or other computer-mediated format; or (2) the program is advertised as available through online delivery or other computer-mediated format. For the purpose of this policy, major is defined as courses in the discipline of the student's declared degree program, excluding support courses, general education courses, and elective courses. Criteria for approval are based on qualitative consideration and the compatibility of the requested offering with the institution's mission and capacity and meeting the required academic standards.

3.16.5 Academic Standards

The expectation is that there is no difference in the academic quality, academic standards including admission and retention standards, and student evaluation standards for courses and programs regardless of delivery method. Electronic media courses and programs must meet the following academic standards.

- A. Faculty.** Describe the training and faculty development that the faculty receives to achieve competency in the technology required for teaching at a distance.

Click here to enter text.

- B. Faculty/Student Interaction.** Describe the provisions for appropriate real-time and delayed interaction between faculty and students and among other students enrolled in the class.

Click here to enter text.

- C. Academic Integrity.** Describe methods that are in place for ensuring academic integrity.

Click here to enter text.

- D. Student Confidentiality.** Describe methods that are in place to ensure the confidentiality and privacy of student personal data.

Click here to enter text.

- E. Identify Verification.** Institutions shall have an appropriate method to verify the identity of students taking distance education courses.

Click here to enter text.

- F. Advertising.** The institution must provide adequate and accurate information to students including but not limited to admission requirements, equipment standards, estimated or average program cost, and other services available. What methods are employed to ensure adequate and accurate information?

Click here to enter text.

- G. Learning Resources.** Students shall have access to facilities and learning materials on essentially the same basis as students in the same program or course taught at the main campus. Describe the resources that are available to distance learning students.

Click here to enter text.

- H. Academic Calendar Requirements.** The standards observed relating to the number of course meetings and total time spent in the course or in satisfying the course requirements shall be comparable to those observed on the main campus. An exception to course meeting time is allowed as defined in the Competency-Based Learning (CBL) section in the State Regents' Academic Calendars policy. Institutions utilizing this exception must have documented and validated methods for students to demonstrate competencies, student assessment, and awarding academic credit as required by the CBL section.

Click here to enter text.

- I. Admission, Retention, Assessment.** Describe the standards used for online student admission, retention, and assessment. Standards shall be the same as those standards observed for the same courses or programs on the originating campus. Similarly, the applicable concurrent enrollment policies apply (see the State Regents' Institutional Admission and Retention and Assessment policies).

Click here to enter text.

- J. Student Services.** Students shall have access to program guidance and academic support services, including admissions, enrollment, academic advisement, financial aid, and related services on the same basis as the students located on the main campus. Online programs must make these services available to students in electronic format using the working assumption that these students will not be physically present on campus.

Click here to enter text.

- K. Technical Support System.** Students in electronic media off-campus courses or programs and faculty shall have access to appropriate technical support services. Describe the technical support system that is available for all hardware, software and delivery systems specified by the institution as required for the courses and program.

Click here to enter text.

- L. Equipment and Software/Tools.** Students must be informed in clear and understandable terms of the electronic or computer resources necessary for successful completion of the class, including, but not limited to, word processing and other productivity tools, e-mail, and Internet services.

Click here to enter text.

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