

# Graduate Curriculum Change Proposal – Long Form

## Ouachita Baptist University

The faculty **approved** the following curriculum change at a faculty meeting on May 2, 2023.

<b>Date Submitted</b>	4.21.23			
<b>Program</b>	M.A. in Counseling: Specialization in Clinical Mental Health Counseling			
<b>Department</b>	Counseling			
<b>School</b>	Social Sciences			
<b>Academic Year Change Goes into Effect</b>	2024			
<b>Confirm (X) approval of this proposal.</b>	<input checked="" type="checkbox"/>	<b>Program Director</b>	<input type="checkbox"/>	<b>Department Chair</b>
			<input checked="" type="checkbox"/>	<b>School Dean</b>
<b>Indicate (X) the type of change(s) being proposed.</b>				
<input checked="" type="checkbox"/>	Add degree/program*	<input type="checkbox"/>	Delete degree/program	<input type="checkbox"/>
	Add certificate	<input type="checkbox"/>	Delete certificate	<input type="checkbox"/>
	Add course(s)**	<input type="checkbox"/>	Delete course(s)**	<input type="checkbox"/>
	Add emphasis**	<input type="checkbox"/>	Delete emphasis**	<input type="checkbox"/>
<p><i>* For new degrees or programs, please include the completed GPS Application for Consideration and Proposal Form (excluding the budget worksheet) at the end of this document.</i></p> <p><i>** These changes also require the submission of an updated Degree Summary Sheet for the degree. Please contact the Academic Affairs office to get a revised sheet that reflects your proposed changes.</i></p>				
<b>State proposed change(s).</b> (For new degrees or programs, you may refer to attached GPS Application for Consideration and Proposal Form.)				
See attached forms.				
<b>State rationale of proposed change(s).</b> (For new degrees or programs, you may refer to attached GPS Application for Consideration and Proposal Form.)				
See attached forms.				

**Indicate how proposed change(s) should appear in graduate catalog.***(For new degrees or programs, you may refer to attached GPS Application for Consideration and Proposal Form.)*

See attached forms.

**Indicate (X) and briefly explain implications of proposed change(s).***(For new degrees or programs, you may refer to attached GPS Application for Consideration and Proposal Form.)*

<input checked="" type="checkbox"/>	Accreditation Needs	<input type="checkbox"/>	Related Course Offerings
<input checked="" type="checkbox"/>	Enrollment Growth	<input type="checkbox"/>	Other
<input type="checkbox"/>	Equipment or Technology Needs	<input type="checkbox"/>	None
<input checked="" type="checkbox"/>	Faculty Expertise Needed	<input checked="" type="checkbox"/>	See attached GPS documentation
<input checked="" type="checkbox"/>	Library Adjustments/Upgrades	<input type="checkbox"/>	

Explain:

**Indicate (X) expenditures required to implement proposed change(s).***(For new degrees or programs, you may refer to attached GPS Application for Consideration and Proposal Form.)*

<input type="checkbox"/>	None	<input type="checkbox"/>	Lab space needed
<input type="checkbox"/>	Adjunct needed	<input type="checkbox"/>	Library resources needed

	Department resources and/or equipment needed		Overload for some or all current faculty
	Facility space needed	x	See attached GPS documentation.
<b>Indicate (X) financial resources available to support proposed change(s).</b>			
	Restricted department or school funds	x	Other
	Dependent upon university general budget		
<b>Indicate (X) library and learning resources currently available to support proposed change(s).</b> <i>(For new degrees or programs, you may refer to attached GPS Application for Consideration and Proposal Form.)</i>			
	Adequate library book collection		Does not apply
	Adequate journal and database subscriptions	x	See attached GPS documentation.
	Adequate media resources		
<b>Indicate (X) and briefly explain method(s) of evaluating effectiveness of proposed change(s).</b> <i>(For new degrees or programs, please attach full assessment plan.)</i>			
Quantitative Assessment		Qualitative Assessment	
	Exit Exams		Advisory Board Recommendations
	Pass Rates		Outside Reviews
	Test Scores		Surveys
	Other		Other
Explain: See attached forms.			
<b>Indicate (X) graduate learning goals applicable to proposed change(s). Appropriate assessment measures must be developed for all goals/learning outcomes indicated below.</b>			
x	Demonstrate graduate-level mastery of the knowledge and skills central to scholarly inquiry and professional practice within a field of study.		

<b>x</b>	Develop a reasoned approach to the role of faith in scholarly and professional pursuits and responsibly relate Christian perspectives to disciplinary practice.
<b>x</b>	Interpret and apply ethical insights and decision-making in the context of one's intended profession.
<b>x</b>	Communicate a personal vision of vocation, including how one can contribute meaningfully to one's profession and broader community.
<b>Confirm (X) program assessment planning for existing programs.</b>	
	The program's assessment plan is current and on file.
<b>Graduate Council Recommendation</b>	
Approved	Clarification and/or Revision Needed
<b>Comments</b>	

## **Application for Consideration: Graduate and Professional Studies Programs**

The Application for Consideration serves as the first step of the proposal process for new Graduate and Professional Studies programs. The application will be evaluated by the Graduate and Professional Studies Subcommittee and the Planning Committee. Evaluation of Applications for Consideration will result in one of four possible ratings:

4. Approved for next phase of research and planning;
3. Program has potential, but more information or clarification is needed before determination is made;
2. Program has potential, but should be delayed due to weaker potential or lower priority;
1. Program is not feasible for Ouachita in the foreseeable future.

The Application for Consideration must receive an “Approved” rating in order to move on to the Graduate and Professional Studies Proposal phase.

Please submit the Application for Consideration to Monica Hardin at [hardinm@obu.edu](mailto:hardinm@obu.edu). All submitted applications will be forwarded to the appropriate dean and/or department chair.

## Section 1

- a. **Contact name:** Monica Hardin, Allyson Phillips, Christa Neal, Jeff Root, Jeremy Greer, Dan Jarboe
- b. **Contact email:** hardinm@obu.edu
- c. **Name of Program:** M.A. in Clinical Mental Health Counseling
- d. **School and Academic Department:** School of Social Sciences
- e. **Program Home:** New Department
- f. **Program Type:** Masters

*Description, if other:* Master of Arts in Clinical Mental Health Counseling

- g. **Credit Hours:** 60 hours
- h. **Time to finish:** 5 or 6 semesters for full-time, 10-12 for part-time. Program director will determine if summer semester is included.

Other

*If other, explain:* Brief explanation.

- i. **Delivery Format:**

Hybrid

*Explanation (if needed):* Most of the coursework will take place online. However, given the practical nature of counseling work, students will learn best with some level of face-to-face instruction. The director hired for the program will make final decisions about what needs to take place face-to-face and how to facilitate the face-to-face portion of this program.

- j. **Discipline-specific accreditation required?**

## Section 2

- a. **Program Description:**

The Master of Arts or Master of Science (M.A. or M.S.) in Clinical Mental Health Counseling program equips students with the classroom knowledge and the practical skills required to be effective licensed professional counselors. All coursework required prepares students to take the National Counselor Exam and become licensed in the state of Arkansas and in many other states.

**b. Program Curriculum Outline:**

Bible Core Requirements: (3 hours)

1. Biblical Foundations for Counseling

Counseling Core Requirements: (45 hours)

1. Orientation to the Counseling Profession
2. Research and Statistics
3. Multicultural Counseling
4. Human Growth and Lifespan Development
5. Theories of Counseling
6. Lifestyle and Career
7. Concepts of Family Systems
8. Group Counseling
9. Counseling Skills and Techniques
10. Crisis and Trauma Counseling
11. Psychopathology and Diagnosis
12. Assessment Techniques in Counseling
13. Addiction Therapies
14. Treatment Planning
15. Professional Ethics and Legal Issues

Clinical Requirements: (9 hours)

1. Counseling Practicum
2. Internship 1
3. Internship 2

Electives: minimum of 3 hours required\*

\*This curriculum outline is a starting point for a framework that a program director would then adjust. There are other options such as more electives, combining some courses together etc. but this is a general feel for what a program might look like. There are other elective options that might be included, depending the program director's preference and expertise.

**c. Faculty credentialing requirements:**

CACREP Standard: The academic unit has faculty resources of appropriate quality and sufficiency to meet the demands of the program. For entry-level programs, the academic unit must employ a minimum of three full-time core counselor education program faculty members who teach in the entry-level program upon program launch. Core counselor education program faculty may only be designated as core faculty at one institution. To ensure that students are taught primarily by core counselor education program faculty, for any calendar year, the combined number of course credit hours taught by non-core faculty must not exceed the number

of credit hours taught by core faculty. For any calendar year, the ratio of full-time equivalent (FTE) students to FTE faculty should not exceed 12:1. Core counselor education program faculty have earned doctoral degrees in counselor education, preferably from a CACREP-accredited program, or have related doctoral degrees and have been employed as full-time faculty members in a counselor education program for a minimum of one full academic year before July 1, 2013. Core counselor education program faculty identify with the counseling profession (1) through sustained memberships in professional counseling organizations, (2) through the maintenance of certifications and/or licenses related to their counseling specialty area(s), and (3) by showing evidence of sustained (a) professional development and renewal activities related to counseling, (b) professional service and advocacy in counseling, and (c) research and scholarly activity in counseling commensurate with their faculty role. Within the structure of the institution's policies, the core counselor education program faculty have the authority to determine program curricula and to establish operational policies and procedures for the program. Non-core faculty may be employed who support the mission, goals, and curriculum of the counselor education program. They must have graduate or professional degrees in a field that supports the mission of the program. The core counselor education program faculty orient non-core faculty to program and accreditation requirements relevant to the courses they teach. All core and non-core counselor education program faculty have relevant preparation and experience in relation to the courses they teach. A core counselor education program faculty member is clearly designated as the academic unit leader for counselor education; this individual must have a written job description that includes (1) having responsibility for the coordination of the counseling program(s), (2) responding to inquiries regarding the overall academic unit, (3) providing input and making recommendations regarding the development of and expenditures from the budget, (4) providing or delegating year-round leadership to the operation of the program(s), and (5) receiving release time from faculty member responsibilities to administer the academic unit. A program faculty member or administrator is identified as the practicum and internship coordinator for the academic unit and/or program; this individual must have a written job description that includes (1) having responsibility for the coordination of practicum and internship experiences in designated counselor education program(s), and (2) responding to inquiries regarding practicum and internship.

**d. What is the anticipated enrollment in the program (i.e. market) and what is the rationale for sustainability?**

The sizes of programs vary widely. We would estimate that approximately 30-40 students would enroll annually *after* ramp-up. It would begin with fewer students, most likely. As the program becomes more established, that number could grow. One factor in our counting is the likelihood of having part-time students. Our goal would be 30-40 FTE. CACREP standards require a 12:1 student/faculty ratio, which is something that will have to remain at the forefront of planning. See Market Check for additional information.

**e. How does the program fit Ouachita's mission?**

An M.A./M.S. in Clinical and Mental Health Counseling clearly fits the mission of Ouachita Baptist University. Ouachita's vision statement speaks of the difference our graduates will make in the world. The need for well-prepared clinical and mental health counselors has increased to levels unseen in our lifetimes. Anxiety levels during the pandemic have reached a critical level for segments of society ranging from children to the elderly in a wide variety of home and work scenarios.

Ouachita's mission statement lists lives of meaningful work and reasoned engagement with the world as the heart of the university's purpose. While the former is immediately evident, the latter was the focus of the working group as it discussed the design of the degree. The consensus was that a CACREP-accredited program would best prepare our graduates for the reasoned engagement necessary to make a significant difference.

Ouachita's values of faith, scholarship, growth, character, and community will be found in the M.A/M.S. in Clinical and Mental Health Counseling. Students will be exposed to the faith and character of Christian faculty members who will challenge them academically and spur the kind of intellectual and psychological growth needed to excel in a demanding profession. The presence of these new counselors, graduating from faith-based Ouachita with an accredited degree, will contribute greatly to the mental health of countless clients.

The working group has developed a draft mission statement for the M.A in Clinical Mental Health Counseling: *Ouachita Baptist University's Clinical Mental Health Counseling program seeks to provide ethical, evidence-based counselor education that combines academic rigor with clinical experience. Grounded in a biblical worldview and believing that all human beings are made in the image of God and consequently merit respect and compassionate care, Ouachita prepares students to serve diverse populations as they aid in God's restorative mission of healing and reconciliation.*

**f. How is Ouachita uniquely qualified to offer this program?**

One of the reasons for investigating the possibility of a degree in counseling is the steady stream of students who have shown an interest in the field of study in recent years. Some students in psychology, Christian studies, education, and other majors have decided to pursue counseling in graduate school. The presence of an accredited undergraduate program would open new doors to undergraduates interested in counseling in a variety of settings. While the pandemic has increased demand for professional counseling and heightened awareness of the importance of it, the need for counselors was already growing before COVID-19. Ouachita could meet increasing demand and growing need by supplying a CACREP-accredited program housed in a Christian setting, a combination not offered by many universities. If we believe Ouachita's Christian mission makes a difference in the lives of its students in any major, then surely a licensed counselor from Ouachita will be in a unique position to make a difference in the lives of clients.

**g. Identify Potential Employers of Program Graduates:**



Masters level mental health clinicians may be employed by a variety of employers. There is potential for employment by private counseling agencies, community mental health centers, non-profit organizations, medical clinics, hospitals, school districts, universities, rehabilitation centers, prisons, state and federal departments, insurance companies etc.

Mental Health Clinicians' licensure also enables them to open their own private practices and directly bill private insurances and Medicaid for their counseling services.

Employment contracting or other types of partnerships are also very common. Some examples of likely local and regional employers are: Corporation EAP, Living Well Counseling, Argenta Counseling, Chenal Family Therapy, Ouachita Behavioral Health, Pediatrics Plus, Fresh Roots Family Counseling and many others.

**h. How have you engaged with faculty-staff colleagues and/or supervisors about this proposal?**

A group of faculty and staff has worked for several months to research the types of programs that are options and chart a path forward.

**Section 3**

**Projected Program Needs:** Please check and explain all that apply.

- Program accreditation

*Explain:* Brief explanation. The working group proposes CACREP accreditation as the necessary standard for the program. This accreditation would provide assurance that graduates might be able to pursue state licensure in other states. There are indications that graduation from a CACREP accredited institution might become a required standard for licensure. (I think I remember someone saying that.)

- New full-time faculty

*Explain:* CACREP standards require three full-time faculty members. We must hire a program director at least a full year prior to launch of the program.

- Adjunct faculty

*Explain:* Brief explanation.

- Overload for current faculty

*Explain:* Brief explanation

- Facility space

*Explain:* Current facilities are adequate to host the program. While some on-campus component is anticipated, there are no plans to host a fully residential program that would require student housing. Office space for faculty would need to be considered. It is likely that the faculty will be in hybrid situations, so flex space is something to consider.

- Library resources

*Explain:* Between Ouachita's and Henderson's libraries, library resources should be adequate, but a program director would evaluate and make recommendations on this.

- Equipment and technology

*Explain:* Brief explanation

- Administrative staff

*Explain:* Brief explanation.

- Consultant

*Explain:* Based on the extensive work already accomplished by the working group, a program director would be adequate to provide the services typically offered by a consultant, but a path towards finding a program director might be to hire someone as a consultant to help with the program proposal.

- Other

*Explain:* Brief explanation

### **Preliminary Budget:**

Please provide a preliminary estimated budget that outlines annual operating expenses. Indicate number of new full-time faculty needed, along with number of adjuncts.

Number of Full-Time Faculty (list at a standard \$50,000 per faculty member)	3
Number of Courses to be taught by Adjuncts (calculate by multiplying number of credit hours by \$933.33)	n/a
General Program Expenses	\$2500
New Facility Costs	\$2500 (revamping existing spaces)
Accreditation Costs	CACREP: Application Fee: \$2500, Site Visit Fee: \$2000 per visitor (@3), Maintenance Fee post-approval: \$3500 HLC: Est. \$6750 for Change Application and Site Visit

<b>Total</b>	\$170,250 (to get started at minimum—salaries will vary)
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**Additional Information:**

This program has the potential to provide an extremely valuable internship opportunity for our students that also significantly benefits Arkadelphia and surrounding geographically isolated communities. Although most health insurances provide some level of coverage for mental health treatment, often times a significant deductible expense is incurred by the individual which often keeps them from accessing needed services. Quality internship sites are imperative for our clinical graduate students' training and development as clinicians. A community clinic primarily staff by graduate level internship clinicians and supervised by faculty and/or licensed community clinicians would not only provide invaluable direct client contact but would also assist our students in developing administrative skills necessary if to run a successful community or private practice clinic. This clinic could provide the opportunity for individual, family and group therapy. Co-counseling with department faculty would provide a very attractive incentive for students choosing a graduate program. After triage by the campus counseling center, Ouachita undergraduate students could also benefit from the mental health services offered at the graduate community clinic.

## **Market Check Process: Graduate and Professional Studies**

As part of the Application for Consideration, the GPS Office assists in conducting a market check process for each program. This step is intended to clarify the demand for the program and aid in determining if the program has a clear likelihood of being financially sustainable.

### **Who are the students?**

Students will be a combination of those who want to pursue counseling immediately after receiving their undergraduate degrees and working adults coming back to school for the degree. Based on what we have learned from talking with other programs, it seems that a significant portion of the enrollment will come from the working adult population, so we need to keep that in mind as the program is developed. Must do both. We expect to attract students from majors such as psychology, Christian ministry, community and family services, human services, pre-counseling, sociology, and education

### **Who are the potential employers?**

Masters level mental health clinicians may be employed by a variety of employers. There is potential for employment by private counseling agencies, community mental health centers, non-profit organizations, medical clinics, hospitals, school districts, universities, rehabilitation centers, prisons, state and federal departments, insurance companies etc.

Mental Health Clinicians' licensure also enables them to open their own private practices and directly bill private insurances and Medicaid for their counseling services.

Employment contracting or other types of partnerships are also very common. Some examples of likely local and regional employers are: Corporation EAP, Living Well Counseling, Argenta Counseling, Chenal Family Therapy, Ouachita Behavioral Health, Pediatrics Plus, Fresh Roots Family Counseling and many others.

The Bureau of Labor Statistics show an ongoing increase in the need for clinical mental health counselors—an expected increase of 23% from 2020-2030, which is much higher than most professions. Additionally, we know from our own internal needs on campus that the demand for mental health services has continued to increase and shows no sign of letting down. There are few concerns about demand for licensed counselors. Additionally, we anticipate that many students' practicum and internship placement would be at locations where they could then be employed.

Other likely employers are ACH Child Study Center, Dennis Developmental Center, Abound Psychological Services, Martin Counseling Services, Counseling Clinic Inc., Counseling Associates Inc., Life Strategies Counseling, Napa Valley Christian Counseling, Professional Counseling Associates, UAMS Strive Counseling, Living Hope, Walker Family Clinic-UAMS, Conway Psychological Assessment Center, Team for Children at Risk, Arkansas Families First

(NOTE- Director here is OBU graduate), Chenal Family Therapy, Sparrow Counseling Therapist, Pinnacle Pointe, Benton Counseling Clinic, McMahan Counseling, and RISE by Pediatrics Plus

### **What do you already know about demand?**

Demand for clinical mental health therapists has been increasing for decades. Our current global pandemic has only escalated that need. There is no indication that the need will decrease in coming years, rather the need is predicted to increase.

The Covid-19 pandemic has increased demand because of the negative effect it has had on people due to sickness, death, financial crisis, uncertainty, and isolation. It has also increased the availability of telehealth services. More people are now capable of accessing the services they need to respond to their mental health needs

### **Please provide evidence of demand.**

A recent American Psychological Association (APA) survey showed significant increase in referrals and waitlists of practicing clinicians. Centers for Disease Control (CDC) and World Health Organization (WHO) both have active initiatives to meet the increased need.

Many are concerned about the mental health pandemic that is expected to follow the Covid pandemic. One in five American adults have a reported mental illness, suicide rates have risen significantly in recent years (30% increase since 1999), and there is a long-standing, critical shortage of mental health care providers and resources in the United States. The Covid-19 pandemic seems to have accelerated this secondary crisis of psychological distress and mental health system spillover. Even pediatric emergency department visits associated with mental health conditions have increased dramatically since the pandemic.

There is convincing evidence that the problem is only going to continue expanding, particularly in the context of higher education. Results of the Association of University and College Counseling Center Directors survey indicated a steady increase in use and demand of on-campus counseling services. Further, these directors stated that the “severity and complexity of student mental health concerns has increased.”<sup>1</sup> Further, an April 2021 American Council on Education survey indicated that a large majority (73%) of college presidents identified mental health as a pressing issue.<sup>2</sup>

Our own data at Ouachita supports these findings. From 2016 to 2021 the OBU Counseling Center experienced an 87% increase in the number of students seeking mental health counseling.

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<sup>1</sup> <https://www.aucccd.org/assets/documents/Survey/2019%20AUCCCD%20Survey-2020-05-31-PUBLIC.pdf>

<sup>2</sup> <https://www.acenet.edu/Research-Insights/Pages/Senior-Leaders/Presidents-Respond-COVID-Spring-II.aspx>

While other institution's need for greater mental health assistance will vary from ours, of course, this trend is being reported nationwide in college and university counseling centers.

**How many students can reasonably be expected to enroll in this program on an annual basis?**

The sizes of program vary widely. We would estimate that approximately 30-40 students would enroll annually after ramp-up. As the program becomes more established, that number could grow. One factor in our counting is the likelihood of having part-time students. Our goal would be 30-40 FTE. CACREP standards require a 12:1 student/faculty ratio, which is something that will have to remain at the forefront of planning.

# Graduate and Professional Studies Proposal Template

This portion of the proposal process should be completed in consultation with the Office of Graduate and Professional Studies. Please contact Monica Hardin ([hardinm@obu.edu](mailto:hardinm@obu.edu)) for assistance as you begin this process. Upon completing the Proposal Template, please save as NameofProgram.GPS.Proposal (e.g. DieteticsInternship.GPS.Proposal)

## Section 1: General Information

- a. **Name of Program:** M.A. in Counseling Specialization in Clinical Mental Health Counseling
- b. **Applicable School and Academic Department** SuttonSchool of Social Sciences:
- c. **Contact Name:** Jeremy Greer, Monica Hardin, Dan Jarboe, Christa Neal, Allyson Phillips, Casey Motl
- d. **Contact Email:**hardinm@obu.edu
- e. **Non-HLC Accreditation Required?**

*If yes, name and requirements. Include cost and timeline for approval.*

This program will be built to pursue accreditation from CACREP. The application fee is \$2500. You cannot apply until students are enrolled in the program. The accreditation process takes approximately 18 months. The on-site visit cannot be scheduled before the first cohort of students are in their last term prior to graduation. .

- f. **Delivery Format:**  
Hybrid  
**If other, please explain:**  
Click or tap here to enter text.
- g. **Will a consultant be needed?**

A consultant is necessary as we do not have personnel with expertise in Counseling Education or CACREP accreditation. A consultant has been hired who will partner with the Program Director to assist with the proposal and initial accreditation paperwork.

## Section 2: Program-Specific Questions

Identify the basic characteristics of the proposed program as indicated below:

- a. **The full name of the proposed program and the specific degree (if applicable) or the instructional level (if not a degree program).**  
M.A. in Counseling: Specialization Clinical Mental Health Counseling
- b. **Total credit hours (indicate whether full semester or abbreviated courses) for completion of the program.**

63 credit hours. These are 3-hour courses, and we anticipate a combination of 8-week online terms and full semester courses for courses that require hand-on skill training and courses like internship and practicum.

**c. Normal or typical length of time for students to complete the program.**

Students will be able to complete the program in 7 semesters.

**d. Proposed initial date for implementation of the program.**

Fall 2024 or Fall 2025, depending on ability to find faculty members.

**e. Primary target audience for the program (e.g. full-time, part-time, traditional college age, working adults, transfer students, military personnel, or particular ethnic group). Please note if there is likely to be a substantial interest among alumni.**

Students will be a combination of those who want to pursue counseling immediately after receiving their undergraduate degrees and working adults coming back to school for the degree. Based on what we have learned from talking with other programs, it seems that a significant portion of the enrollment will come from the working adult population, so we need to keep that in mind as the program is developed. We expect to attract students from majors such as psychology, Christian ministry, community and family services, human services, pre-counseling, sociology, and education. The number of seminary programs with graduate education in counseling speaks to the interest among ministry students and ministers in counseling.

A recent American Psychological Association (APA) survey showed significant increase in referrals and waitlists of practicing clinicians. Centers for Disease Control (CDC) and World Health Organization (WHO) both have active initiatives to meet the increased need.

Many are concerned about the mental health pandemic that is expected to follow the Covid pandemic. One in five American adults have a reported mental illness, suicide rates have risen significantly in recent years (30% increase since 1999), and there is a long-standing, critical shortage of mental health care providers and resources in the United States. The Covid-19 pandemic seems to have accelerated this secondary crisis of psychological distress and mental health system spillover. Even pediatric emergency department visits associated with mental health conditions have increased dramatically since the pandemic.

There is convincing evidence that the problem is only going to continue expanding, particularly in the context of higher education. Results of the Association of University and College Counseling Center Directors survey indicated a steady increase in use and demand of on-campus counseling services. Further, these directors stated that the “severity and complexity of student mental health concerns has increased.”<sup>3</sup> Further, an April 2021 American Council on Education

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<sup>3</sup> <https://www.aucccd.org/assets/documents/Survey/2019%20AUCCCD%20Survey-2020-05-31-PUBLIC.pdf>



survey indicated that a large majority (73%) of college presidents identified mental health as a pressing issue.<sup>4</sup>

Our own data at Ouachita supports these findings. From 2016 to 2021 the OBU Counseling Center experienced an 87% increase in the number of students seeking mental health counseling. While other institutions' needs for greater mental health assistance will vary from ours, of course, this trend is being reported nationwide in college and university counseling centers.

### **Section 3: Institutional Planning**

- a. What are the physical facilities, locations, and/or equipment needed to support the program? Indicate the impact that this will have on existing physical resources including classroom capacity/usage. Clarify any new or unique needs.**

We anticipate the possibility of needing office space for faculty members, but that is not guaranteed. Since the program will be a hybrid program, a flex space for low-residency faculty members who are not local might be the better allocation of space. Much will depend on who is hired and if they are remote or local. Classroom space should be adequate as intensives will be scheduled with careful planning. A designated counseling room with two-way mirror will be needed to allow students to practice counseling skills. The "skills lab" will be utilized for training students in therapy skills as well as group counseling techniques. Recording devices to allow students to record sessions may be required in the skills lab. Having a designated space is a requirement for CACREP to create a counseling instruction environment. Discussions are occurring with the Development Office about grant opportunities and possible donors to fund these startup costs.

- b. Please complete the Appendix A: Program Comparison Chart. Include at least five other institutional competitors.**

This program will stand out due to its fully embedded faith-based component. The program will train competent practitioners according to CACREP standards so that they will be prepared to care for any individual who comes to them. Additionally, they will have a higher level of training to be able to implement faith into a client's care if that is desired. Most programs do not have the additional focus on how to incorporate faith into counseling.

- c. Provide projected enrollment in this program for the first three years. Include a brief justification for your estimate.**

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<sup>4</sup> <https://www.acenet.edu/Research-Insights/Pages/Senior-Leaders/Presidents-Respond-COVID-Spring-II.aspx>

The sizes of programs vary widely. We would estimate that approximately 30-40 students would enroll annually *after* ramp-up. It would begin with fewer students, most likely. As the program becomes more established, that number could grow. Our goal would be 30-40 FTE. CACREP standards require a 12:1 student/faculty ratio, which is something that will have to remain at the forefront of planning. See Market Check for additional information. We would anticipate 12-15 students would enroll in the initial cohort of the program. The program should take 2.5. to 3 calendar years to complete with an additional 12-14 students beginning with each cohort. By the third year of the program, we would hope to have around 35 FTE across the breadth of the program.

- d. Identify Potential Employers. Please provide a list of potential employers for graduates of this program and document their support of the program (e.g. employer surveys, letters of support, summaries of conversations, endorsement from professional organizations.)**

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Mental Health Clinicians' licensure also enables them to open their own private practices and directly bill private insurances and Medicaid for their counseling services.

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The Bureau of Labor Statistics show an ongoing increase in the need for clinical mental health counselors—an expected increase of 23% from 2020-2030, which is much higher than most professions. Additionally, we know from our own internal needs on campus that the demand for mental health services has continued to increase and shows no sign of letting down. There are few concerns about demand for licensed counselors. Additionally, we anticipate that many students' practicum and internship placement would be at locations where they could then be employed.

Other likely employers are ACH Child Study Center, Dennis Developmental Center, Abound Psychological Services, Martin Counseling Services, Counseling Clinic Inc., Counseling Associates Inc., Life Strategies Counseling, Napa Valley Christian Counseling, Professional Counseling Associates, UAMS Strive Counseling, Living Hope, Walker Family Clinic-UAMS, Conway Psychological Assessment Center, Team for Children at Risk, Arkansas Families First (NOTE- Director here is OBU graduate), Chenal Family Therapy, Sparrow Counseling

Therapist, Pinnacle Pointe, Benton Counseling Clinic, McMahan Counseling, numerous Child Advocacy Centers in Arkansas, and RISE by Pediatrics Plus.

See Appendices for Letters of Support.

#### Section 4: Curriculum and Instructional Design

- a. Please list all courses that comprise the program and identify if the program will include any new courses. Include course descriptions and number of credit hours each. Per HLC requirements, at least 50% of courses in a graduate degree must be designed for graduate work rather than undergraduate courses credited toward a graduate degree.

Course Title	Course Description
<b>Bible Core Requirements: (3 hours)</b>	
1. Biblical Foundations for Counseling	This course will address issues related to the active integration of psychology, theology, and spirituality in Christian counseling. Students will explore how biblical and theological constructs can inform a counselor's identity and practice
<b>Counseling Core Requirements: (51 hours)</b>	
1. Orientation to the Counseling Profession	This course will serve as an orientation to the M.A. Counseling Program and will explore the history and philosophy of professional counseling and the current and changing roles found in this field. This course will explore skills required to be successful as a professional therapist and explore strategies for self-evaluation and self-care. This course will also explore ways to maintain competence in cultural awareness and changing technologies.
2. Research and Program Evaluation	In this course students will explore the importance of conducting and examining research in improving counseling practices. Additionally, students consider the ethical and cultural issues associated with research involving human subjects. This course will explore statistical methods as well as qualitative, quantitative, mixed method research design used in program evaluation.
3. Social and Cultural Diversity	This course will explore multicultural and pluralistic characteristics within and among diverse groups nationally and internationally. This course will focus on developing multicultural counseling competencies and identifying help-seeking behaviors of diverse clients.
4. Human Growth and Lifespan Development	This course will examine biological, neurological, and physiological factors that affect human development, functioning, and behavior. This course will focus on the effects of crisis, disasters, and trauma on diverse individuals across the lifespan.
5. Theories of Counseling	This course provides a comprehensive survey of the major counseling theories and principles. Coursework includes the following theories: psychoanalytic, Adlerian, existential psychotherapy, behavioral, cognitive behavioral, person-centered, reality therapy/choice theory, rational emotive behavioral therapy (REBT) and postmodern approaches.
6. Career Development	This course provides a broad understanding of career development and related life factors including psychotherapy, career counseling techniques and processes, decision-making models, and ethical and culturally relevant strategies for addressing career development

7. Relationship Dynamics and Family Systems	This course provides a broad understanding of the structure and dynamics of couples and families, which includes theory, assessment, and application of couples and family intervention and counseling. This course will focus on helping students develop critical skills to treat and support healthy relationships and families.
8. Group Process and Counseling	This course introduces students to the theory and practice of group therapy. Principles relating to group processes, ethical considerations in counseling will be examined. During this course each student will participate as a group member and lead one outside counseling group.
9. Counseling Skills and Techniques	Counseling theory, practice, and skills are presented through active learning and traditional methods to train students in techniques and skills for effective counseling. Emphasis is placed on developing techniques and interventions for prevention and treatment of a broad range of mental health issues in a variety of contexts including telehealth.
10. Crisis and Trauma Counseling	This course examines theories and practice of crisis intervention and trauma counseling. This course helps students develop strategies to assess and report abuse and to promote client understanding of and access to a variety of community-based resources. Students will develop and practice specific crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid.
11. Psychopathology and Psychopharmacology	This course introduces the study of mental illnesses and the science of psychopathology and psychopharmacology. This course explores the diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the International Classification of Diseases (ICD). Students in this course will be able to identify indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral and consultation.
12. Assessment Techniques in Counseling	Students in this course are introduced to a variety of testing instruments used to determine a client's emotional or mental status. Assessment procedures are explored within the context of diagnosis and treatment planning. Emphasis is placed on assess suicidal ideation, personality tests, behavioral assessments, and ethical principles of psychological assessment
13. Addiction Therapies	Students are introduced to basic neuroanatomy and neurophysiology, along with effects of various classes of substances on the brain. In addition, students will learn major etiological models of chemical dependency with emphasis on neurobiological and medical foundation and etiology of addiction and co-occurring disorders and corresponding treatment options.
14. Case Conceptualization and Treatment Planning	This course explores principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning. Students will explore various cases from ethical, legal, multicultural and faith perspectives to practice developing meaningful treatment plans.
15. Professional Ethics and Legal Issues	This course explores the ethical standards of professional counseling organizations and credentialing bodies such as licensure requirements and legal responsibilities and liabilities. This course will explore ethical decision making and assist students in considering their own personal ethics in clinical treatment and care.

16. Program Elective: Special Topic	This course will offer specialized counseling topics that vary based on student interest and faculty expertise. Special attention will be given to specific counseling models and techniques that increase student skills and clinical training.
17. Counseling Capstone for CMHC	This course will provide students with practical information on transitioning into the field as a clinical mental health counselor including preparing for licensure exams. This course will assist students in developing strategies for working with the legal system regarding court-referred clients and behavioral health care professionals as well as advocating for persons with mental health issues
<b>Clinical Requirements: (9 hours)</b>	
1. Counseling Practicum (min of 10 week term, minimum of 100 hours)	This course is designed as a semester-length (16-week), mental health practicum totaling at least 100 clock hours. The student is required to complete 40 hours of direct counseling, one hour per week of individual supervision, and one and one-half hours per week of group supervision.
2. Internship 1 (minimum of 300 hours)	This course is designed as an 18-week/300 hour placement in an approved setting (students should be prepared to complete additional hours if they are required by their placement site) where students are engaged in individual, marital, group, and family counseling. One hundred twenty (120) hours of direct counseling with individuals, couples, groups, and families must be represented within the total hours completed. Additionally, one hour per week of individual supervision by a counseling faculty member or approved supervisor and one and one-half hours per week group supervision by a faculty member supervisor or approved supervisor are required during the placement. There is an emphasis to learn to diagnosis using the DSM-5 criteria.
3. Internship 2 (minimum of 300 hours)	This course is designed as a 18-week/300 hour placement in an approved setting (students should be prepared to complete additional hours if they are required by their placement site) where students are engaged in individual, marital, group, and family counseling. One hundred twenty (120) hours of direct counseling with individuals, couples, groups, and families must be represented within the total hours completed. Additionally, one hour per week of individual supervision by a counseling faculty member or approved supervisor and one and one-half hours per week group supervision by a faculty member supervisor or approved supervisor are required during the placement.

Year 1		
Fall (semester 1)	Spring (semester 2)	Summer (semester 3)

Session 1	Session 2	Session 1	Session 2	Session 1	
*Orientation to the Counseling Profession	Theories of Counseling	**Psychopathology and Psychopharmacology	Human Growth and Lifespan Development	Biblical Foundations for Counseling	Assessment Techniques in Counseling
**Professional Ethics and Legal Issues		*Counseling Skills and Techniques			
	<b>9 credits</b>		<b>9 credits</b>		<b>6 credits</b>
<b>Year 2</b>					
<b>Fall (semester 4)</b>		<b>Spring (semester 5)</b>		<b>Summer (semester 6)</b>	
Session 1	Session 2	Session 1	Session 2	Session 1	
*Case Conceptualization and Treatment Planning	*Group Process and Counseling	Crisis and Trauma Counseling	Relationship Dynamics and Family Systems	Social and Cultural Diversity	Program Elective: Special Topic
**Research and Program Evaluation		**Counseling Practicum		**Internship 1	
	<b>9 credits</b>		<b>9 credits</b>		<b>6 credits</b>
<b>Year 3</b>					
<b>Fall (semester 7)</b>					
Addiction Therapies	Lifestyle and Career				
Counseling Capstone for CMHC					
**Internship 2					
	<b>12 credits</b>				
* Requires in person intensive					
** Requires synchronous zoom activity					

**b. What are the requirements students must fulfill to complete the program successfully (including specific courses, course options, internships, practicums, clinical hours, and any other requirements)?**

Course requirements are outlined by state licensure requirements and CACREP accreditation standards. During clinical internship, student interns accumulate direct client contact and indirect clinical hours while under the supervision of a licensed professional counselor at their internship site and their faculty program supervisor.

**Practicum**

CACREP: Practicum 100 hours  
Arkansas: 100 hours (40 direct)

4/21/2023

Individual or triadic supervision weekly  
group supervision for 1.5 hours

### **Internship**

6 credits, 2 courses

600 hours (240 direct)

Individual or triadic supervision weekly (on site supervision)

group supervision for 1.5 hours with program faculty

### **Group leading (can co-host)**

During clinical practice students are required to lead group counseling. These hours will count toward internship hours. Students can co-facilitate groups.

#### **c. How many courses will need to be developed to be delivered online, if any?**

All courses in this program will have an online component. Certain classes will require on-campus residency. The courses that require on campus residency hours are courses that have specific skill building necessary for competent counselors. In addition, a number of online classes will require a weekly synchronous activity. These activities will help to engage students in their academic community and to help with covering technical or complex course material.

## **Section 5: Institutional Staffing, Faculty, and Student Support**

### **a. What are the recommended program admissions requirements?**

#### **Graduate Admissions Requirements**

The University will consider for regular admission a student who satisfies the following General Graduate Admissions Requirements:

1. Conferred bachelor's degree from a regionally-accredited institution
2. 2.500 minimum GPA on a 4.000 scale (individual programs may require a higher GPA)
3. A completed application for admission, which includes a personal statement
4. Three references
5. Minimum English proficiency requirements for international students are as follows: a. Test of English as a Foreign Language (TOEFL): At least 79 on the Internet-based TOEFL (iBT) At least 550 on the paper-based TOEFL b. International English Language Testing System (IELTS): At least a 6.5 on the IELTS exam Please consult specific admissions requirements for individual programs.

## Master of Arts in Counseling: Specialization in Clinical Mental Health Counseling Admission Requirements

In addition to the General University Graduate Admissions Requirements, the following are required for admission to this program:

1. 3.0 minimum GPA on a 4.000 scale or 3.0 in last 60 credit hours of bachelor's degree
2. Statement of Purpose/Letter of interest.
3. Admission Interview with program faculty
4. Evidence of character and capability to successfully serve as an effective mental health professional.
5. National Criminal Background Check and Sex Offender Registry Check.

### **Program Requirements:**

All admitted students must achieve a grade of B or better on all COUN coursework in order to satisfy Arkansas state requirements for licensure.

All admitted students will be formally assessed at the end of their first semester to ensure they are making adequate progress. Evaluations include academic coursework, professional behavior, respect for diversity, and ratings from interview with CORE faculty member.

All admitted students will be evaluated by the Counseling Review Board prior to being approved to start the Practicum Course to ensure they are making satisfactory progress. Each student will be evaluated based on the following criteria: academic course work, written Statement of Practice, and scores on Competency Exam

This evaluation process is performed to fulfill our CACREP and professional gate-keeping responsibilities, and to ensure that each student has the skills needed for a professional counseling career.

- b. How many and what types of faculty and/or staff (full time or part time) will be required to offer the program? Why is the number of full or part time faculty and/or staff sufficient to support the program? How many, if any, new faculty and/or staff will be hired for the program? Does this include overload for existing faculty? Use Appendix B: Faculty Load Questionnaire to help estimate faculty needs.**

CACREP requires a student to faculty ratio of 12:1 with a minimum of 3 full time core faculty designated as Counseling faculty. By time of launch, we will need to have the three full time core faculty on board. Other specializations can be covered by highly qualified adjuncts in the field. Current faculty on campus will only teach in the program if there are specializations for which they are qualified and the expectation is that it would be considered overload.



- c. Provide a draft program mission statement that aligns with the university mission. Explain specifically how the program supports Ouachita's mission.**

Ouachita Baptist University's MA in Counseling program seeks to provide ethical, evidence-based counselor education that combines academic rigor with clinical experience. Grounded in a biblical worldview and believing that all human beings are made in the image of God and consequently merit respect and compassionate care, Ouachita prepares students to serve diverse populations as they aid in God's restorative mission of healing and reconciliation. This program prepares students to pursue professional licensing in the state of Arkansas. Students seeking licensure in other states should visit their state licensing board for specific requirements.

- d. How is Ouachita uniquely qualified to offer this program? Consider what existing strengths, distinctives, relationships, etc. give us a competitive advantage over other schools that might have a similar program.**

One of the reasons for investigating the possibility of a degree in counseling is the steady stream of students who have shown an interest in the field of study in recent years. Some students in psychology, Christian studies, education, and other majors have decided to pursue counseling in graduate school. The presence of an accredited graduate program would open new doors to undergraduates interested in counseling in a variety of settings. While the pandemic has increased demand for professional counseling and heightened awareness of the importance of it, the need for counselors was already growing before COVID-19. Ouachita could meet increasing demand and growing need by supplying a CACREP-accredited program housed in a Christian setting, a combination not offered by many universities. If we believe Ouachita's Christian mission makes a difference in the lives of its students in any major, then surely a licensed counselor from Ouachita will be in a unique position to make a difference in the lives of clients. Additionally, Ouachita has a proven track record of producing church ministers, pastors, and denominational leaders of competence and quality. In other words, Ouachita has demonstrated its commitment to training good ministers. The kind of faith-integrating counselors that Ouachita would train would further demonstrate this commitment. Ouachita would not produce mere clinicians but ministers, people inclined toward serving others due to their allegiance to the Lord. The distinction between the two is not one of semantics, for the latter entails a sense of calling, a motivation of love of God and people, and a kingdom-mindset.

## **Section 6: Evaluation**

- a. Articulate program-level outcomes.**

The program-level outcomes will align with the 8 CACREP standards required for all counselor education programs as well as the standards specific to the specialization in Clinical Mental Health Counseling.

1. **Professional Counseling Orientation and Ethical practice:** Students will explore the professional, legal and ethical standards of counselors.
2. **Social and Cultural Diversity:** Students will explore multicultural models of counseling and develop strategies to practice ethically in a diverse world.
3. **Human Growth and Development:** Students will analyze normal patterns of development throughout the lifespan and the impact of trauma and crisis on emotional health and well-being.
4. **Career Development:** Students will explore theories and models of career development and factors related to balancing life, work relationships and well-being.
5. **Counseling and helping relationships:** Students will develop critical skills to build therapeutic relationships and engage in case conceptualization and treatment planning.
6. **Group counseling and group work:** Students will analyze the process of group dynamics and develop characteristics and skills to effectively lead therapeutic groups.
7. **Assessment and testing:** Students will identify effective strategies to assess and diagnose clients to ensure proper response and treatment.
8. **Research and Program Evaluation:** Develop knowledge and skills needed to evaluate, and utilize research to inform evidenced based counseling practices.
9. **Specialty Area for CMHC:** Students will demonstrate an understanding of the foundations, contextual dimensions, and practice unique to those in clinical mental health counseling.

- b. Describe the process for monitoring, evaluating, and improving the overall effectiveness and quality of the program, including persistence and completion in the new program.**

Program evaluation and assessment will focus on three primary areas:

1. Evaluation of Program
2. Assessment of Students
3. Evaluation of Faculty and Supervisors

Persistence and completion will be reported each year.

- c. Articulate student learning outcomes.**

SLO: Students will identify the historical and changing role of the professional counselor including the impact of technology and the multiple roles and functions counselors serve in today's society. CACREP 2.F. 1.a;

SLO: Students will develop strategies for identifying the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others and help seeking behaviors CACREP 2.F.2.d

SLO: Students will examine theories of individual and family development across the lifespan CACREP 2.F.3.a

SLO: Students will develop methods of identifying and using assessment tools and techniques relevant to career planning and decision making CACREP 2.F.4.i

SLO: Students will employ essential interviewing, counseling, and case conceptualization skills CACREP 2.F.5.g

SLO: Students will describe and discuss theoretical foundations of group counseling and group work CACREP 2.F.6.a

SLO: Students will demonstrate the ability to use assessments for diagnostic and intervention planning purposes CACREP 2.F.7.e

SLO: Students will practice developing evaluation of counseling interventions and programs CACREP 2.F.8.e

SLO: Students will show the ability to perform a diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the International Classification of Diseases (ICD) CACREP 5.C.2.d

**d. Describe the process for assessing student learning outcomes and improving student learning.**

For each Student Learning Outcome there will be a Key Performance Indicator that will be assessed using two to three methods. Assessments will be taken at the start of the program, throughout each phase of the program (including before beginning practicum), at the end of the program and after graduation with scores on the National Counselors Exam. Results of assessment data will be reviewed annually and utilized to make program updates and changes.

**Appendix A: Program Comparison Chart (attached)**

Please complete this independently.

**Appendix B: Faculty Load Questionnaire (attached)**

Please complete this in conjunction with the appropriate dean/department chair.

**Appendix C: Budget Worksheet (attached)**

Please complete this in conjunction with the Graduate and Professional Studies Office.

**Appendix D: Library Endorsement Form (separate file)**

Please complete this in conjunction with appropriate library staff.

**Appendix E: Letters of Support**

Please include three external letters of support from potential employers of graduates of the program.

**Additional Appendices:**

Additional items may be included at the discretion of the program proposer, as applicable.

### Appendix A: Program Comparison Chart

<b>Institution Name</b>	<b>Time to Completion</b>	<b>Credit Hours</b>	<b>Cost</b>	<b>Delivery Mode</b>	<b>Unique Program Characteristics</b>
e.g. Ouachita Baptist University	e.g. 2 years	e.g. 32	e.g. \$500 per credit hour/\$16,000 for full degree	e.g. online, hybrid, residential	e.g. unique program structure, lowest credit hour requirements among peers, rolling enrollment
Arkansas State	6 years maximum (not clear on the typical timeline to finish; most likely 2-2.5 years)	60	\$277/hr in-state; \$544/hr out-of-state Additional \$77/hr fees	Residential	Offers a play therapy certification. CACREP accredited
BH Carroll	3 years	76 (licensure track) and 58 (ministry track); 90 for dual degrees (licensure and ministry tracks combined)	\$350 per credit/hour \$27,000 for full program (other fees included)	Online except for practicum	All instructors are practicing clinicians. "Advanced standing" (completed bible/theological degree) may exempt students from otherwise required Bible/Theology coursework.
Cal Baptist	1-2.5 years	60	\$580-765 Full program: Almost \$45,000	Online and residential options	Oldest graduate program in the university (38 years). Degree programs in Couns. Psych., School Psych., School Couns., Couns. Ministry, MSW, Forensic Psych., Sport Psych. Industr. & Organiza. Psych.

Colorado Christian	30 months	60	\$681 per credit hour (many additional fees added to this for particular classes)	Residential and online options	Optional program emphases include: Marriage and Family Therapy and Substance Use Disorders. Courses are taken two at a time and are typically completed in 7-week blocks. Program designed specifically for adult learners that have full-time jobs. Can transfer up to 12 graduate-level credit hours. Faith Informed Clinical Identity and Practice (FICIP) is integrated into all coursework. 94% pass rate on the NCE. 84% completed program in the expected 2.5 years. Average retention rate of 93%. They have 21 faculty members in this program! CACREP accredited
ETBU	3 years (including two full summers)	60	Maybe \$377/hr (grad hour cost acc to Grad prog info) or \$250/hr (stated in MACMHC program info). \$55 per online course fee. \$375 additional fees	40% online, 60% face-to-face (courses offered in Marshall and Tyler)	This statement from the website seemed significant (though maybe not novel): "Our program is structured on an expertise development model, which facilitates acquisition of higher-order knowledge, clinical skills, and professional identity. Additionally, our curriculum contains additive learning, which is central to the process of developing clinical competence." Seeking CACREP accreditation.

Harding	Marriage & Family gives no specific schedule information, but it's a 60-hour full-time program, so presumably two years. School Counseling & Clinical are both 60-hour programs as well.	60	\$550 per credit hours, \$175 in fees	Marriage & Family is full time only & cohort based. School counseling and Clinical are hybrid with Searcy classes primarily in person, Zoomed in Memphis and NW Ark. Clinical	The website is precise on many details, including a schedule of course offerings. The Professional School Counseling leans into the idea that school counselors provide social/emotional support to students. There is a great deal of discussion among PK-12 educators about social/emotional needs of students, but it's unclear if administrators are changing the counselors' list of duties to provide more time for this priority. Harding also offers a certificate in counseling skills for pastors and youth ministers. CACREP accredited.
Henderson	2-3 years	60	\$6740 in state and \$8612 out of state yearly cost	Primarily in person with some on-line classes available	CACREP accredited.
Houston Baptist	2 years	60 minimum. Some range up to 72.	\$585 per credit hour, standard. \$250 per semester online student fee. That's over \$35,000 for the full degree.	Varied. Several fully online and others fully residential. Do not appear to really do anything hybrid.	While they have a lot of programs and some good things we can learn from how they present certain information on their website, I'm not convinced this is a model we should look at too carefully. I expect that their residential versions are stronger than the online versions given some information I've learned from folks involved in developing the online ones.

John Brown	2.5-3.5 years (based on how many hours students take each semester)	60 (can add on 9-12 hours for emphasis)	\$560 per credit hour	Hybrid- about 1/3 of the courses can be taken online, but face-to-face classes available in Little Rock, Rogers, and Siloam Springs	Three emphasis options- Marriage and Family Therapy, Play Therapy, and Adventure Therapy. Their students have access to JBU's Community Counseling Clinic. Students also have the opportunity to study abroad. Offers a 5 year track to receive B.S. in Family and Human Services and M.S. in Counseling. Seeking CACREP accreditation (but has been seeking for quite a long time)
Liberty	2.5 years	60	\$595 per credit hour/ \$35700 for full program. Fees are not clear.	Online and residential options	Their website is worth reviewing—very easy to follow. A very different thing about Liberty is that they accept 50% of transfer credits for a master's degree. CACREP accredited.
Southern Arkansas	3.5-4 years	60	\$288 per credit hour for in state/ \$452 out of state	Online and residential options	
UALR	2 years	60	\$320 per credit hour for residents; \$725 non-resident; plus \$13.25 technology fee per credit hour	Hybrid but limited on campus; "web enhanced"	UALR has had significant financial difficulties in recent years. It has cut undergraduate and graduate programs and reduced from five colleges to three. They don't seem to have completed cleaning up their website. CACREP accredited.

UCA	2.5 years	60	In-state: \$361.96 per credit hour or \$4472.02 per semester; out- of-state: \$643.21 per credit hour or \$7847.02 per semester	Residential (but not super clear online)	Also have a Counseling Psychology PhD that is accredited by the APA. Master's program is not accredited and website makes it clear that there are no plans of seeking CACREP accreditation.
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## Appendix B. Faculty Load Questionnaire

Please complete the following questionnaire in its entirety in conjunction with your dean and/or department chair. Please note that a new program should not be built entirely on overloads for existing faculty members.

- How many graduate credit hours of classroom or online instruction must be offered each year in order for students to finish the program in the projected time frame? Graduate load credit should be calculated at the rate of 1.33 load hour credits per 1 hour.

Credit hours to be offered.	Fall/Spring Semesters	Winter/May Terms	Summer Term	Total
Year 1	12/12		8	32
Year 2	24/24		16	64
Year 3	40/24		16	80
Year 4	40/24		16	80

- Please provide a complete course sequence for the proposed program, including any information available on possible instructors. Specify if the possible instructor is a current faculty member, a proposed new full time faculty member, or if it will be covered by an adjunct instructor.

Course Name	Course Semester	Possible Instructor
Orientation to the Counseling Profession	Fall Year 1	Program Director
Professional Ethics and Legal Issues	Fall Year 1	Clinical Director
Theories of Counseling	Fall Year 1	Additional CORE Faculty
Psychopathology and Psychopharmacology	Spring Year 1	Program Director
Human Growth and Lifespan Development	Spring Year 1	Additional CORE Faculty
Counseling Skills and Techniques	Spring Year 1	Additional CORE Faculty
Biblical Foundations for Counseling	Summer Year 1	Additional CORE Faculty
Assessment Techniques in Counseling	Summer Year 1	Program Director
Case Conceptualization and Treatment Planning	Fall Year 2	Clinical Director
Group Process and Counseling	Fall Year 2	Program Director
Research and Program Evaluation	Fall Year 2	Additional CORE Faculty
Crisis and Trauma Counseling	Spring Year 2	Additional CORE Faculty
Relationship Dynamics and Family Systems	Spring Year 2	Program Director

Counseling Practicum (min of 10 week term, minimum of 100 hours)	Spring Year 2	Clinical Director
Social and Cultural Diversity	Summer Year 2	Additional CORE Faculty
Program Elective: Special Topic	Summer Year 2	Additional CORE Faculty
Internship 1 (minimum of 300 hours)	Summer Year 2	Clinical Director
Addiction Therapies	Fall Year 3	Additional CORE Faculty
Career Development	Fall Year 3	Additional CORE Faculty
Counseling Capstone for CMHC	Fall Year 3	Clinical Director
Internship 2 (minimum of 300 hours)	Fall Year 3	Clinical Director

\*When load calculations are finalized with clinical supervision duties more clearly delineated, we anticipate needing to include a few adjuncts. These will be determined when the official schedule is developed and new faculty are hired.

- For any current faculty listed in Number 2, please detail how this would affect their current undergraduate load and what needs this would create for covering that load. Also include a proposed coverage plan for that load deficit.

This program would require hiring a program director as well as a clinical director to oversee practicum and internship site planning and placement. Finally, a third CORE faculty member would need to be hired to meet the minimum required by CACREP. As the program grows, or as new specializations are added, additional or adjunct faculty might be required.

- Detail any anticipated release time needed for program-level administrative oversight.

Program Director will receive a course release each term including summer.

Clinical Director will receive a course release each term including summer.

- Detail any expected administrative staff needs separate from any release time listed in Number 4.

At this time, the administrative responsibilities will be shared by the administrative assistant in the psychology department. As the program grows, the additional work might need to be reallocated to a new administrative assistant working directly with the counseling program.

- School-specific information: Please provide additional information that is specific to current faculty loads in your school (e.g. current faculty already operate at an average of 8 hours of overload per year, school has a long-term adjunct who covers a certain amount of load, etc.)

Any use of existing faculty in the relevant departments would be at their choice and as overload.

## Appendix C: Estimated Budget

### Proposed Budget

Please complete the information highlighted in yellow.

Name of Proposed Program **Clinical Mental Health Counseling**

ASSUMPTIONS	Number of credit hours		63
	Tuition inflation rate		2%
	Expenses inflation rate		2%
	Price per credit hour		\$ 550
Number of New Students	Year 1	Year 2	Year 3
	10	15	20

ANNUAL BUDGET	Year 1	Year 2	Year 3	
Tuition Revenue	\$ 173,250	\$ 424,116	\$ 591,995	
Room & Board Revenue	\$ -	\$ -	\$ -	
Gross Revenue	\$ 173,250	\$ 424,116	\$ 591,995	
Total Budgeted Expenses	\$ 278,200	\$ 283,948	\$ 289,383	
Net Revenue Before Indirect Costs	\$ (104,950)	\$ 140,168	\$ 302,612	
Margin (Net Rev / Gross Rev)	-60.58%	33.05%	51.12%	
Indirect Costs - University**	172.58	\$ 81,544	\$ 149,497	\$ 203,860
Indirect Costs - GPS**	145.05	\$ 68,536	\$ 125,650	\$ 171,340
Net Revenue After Indirect Costs	\$ (255,030)	\$ (134,979)	\$ (72,589)	
Margin (Net Rev / Gross Rev)	-147.20%	-31.83%	-12.26%	

STARTUP COSTS	
Consultant Fees	\$ 20,000
Initial Accreditation Fees (Discipline-specific)	
New Library Acquisitions	\$ 12,000
Faculty Salary/Benefits (pre-program launch)	\$ 100,000
Facility Renovation (office space, furniture, computer)	\$ 10,000
Initial Accreditation Fees (HLC)	\$ 7,850
Faculty Search Expenses	\$ 1,500
<b>Total Required Startup Costs</b>	<b>\$ 151,350</b>

\*This is based on other program expenses for existing departments. This includes expenses such as supplies, copies, postage, telephone, dues, subscriptions, and travel.

\*\* This is an allocation per credit hour of expenditures for academic support and institutional support expenditures from the fiscal year 2022 audited financial statements.

## Appendix D

# Graduate and Professional Studies Program Proposal Form

## Library Endorsement

### Program Name

Master of Arts in Counseling with a specialization in Clinical Mental Health Counseling

### What types of library resources will the proposed program need?

Both Digital and Print

**Briefly describe the library's current holdings/access in this field and assess the extent to which they will serve the new program. For assistance with this process, please contact the professional librarian assigned to your discipline.**

### Journals

The library's current database platforms provide access to core journals that support the basic information and research needs of the program:

- EbscoHost – includes Academic Search Premier, APA PsycArticles, APA PsycInfo, Consumer Health Complete, ERIC, Health Source, MEDLINE, and Professional Development Collection databases.
- JSTOR – includes Arts & Sciences Collections I - XV and Life Sciences Collection databases.
- ProQuest – includes ProQuest Central database, which is comprised of education, health, medical, nursing, psychology, and social science resources.

The library also subscribes to the Association of Psychological Science (APS) journals package and various flagship journals in applied behavior analysis, health, and nursing.

### E-Books

The library's e-book collection includes over 400 titles on the topic of counseling published within the last decade.

**List specific resources not currently available that will be needed for the program (e.g. databases, primary source collections, etc.). Place each one in the category that best describes the need.**

*Minimum additional resources needed for program approval.*

### Reference E-Books

To provide essential background information, the program director recommends purchasing electronic versions reference books commonly used in the field. Examples include:

- American Counseling Association. (2015). *The ACA encyclopedia of counseling*. John Wiley & Sons.
- Carlson, J., & Dermer, S. B. (Eds.). (2016). *The SAGE encyclopedia of marriage, family, and couples counseling*. SAGE Publications.
- Dealey, R. P., & Evans, M. R. (2021). *Discovering theory in clinical practice*. Springer International Publishing.
- Neukrug, E. S. (Ed.). (2015). *The SAGE encyclopedia of theory in counseling and psychotherapy*. SAGE Publications.
- Rosenthal, H. (2017). *Encyclopedia of counseling: master review and tutorial for the National Counselor Examination, state counseling exams, and the Counselor Preparation Comprehensive Examination*. Routledge.
- Watson, J. C., & Schmit, M. K. (2019). *Introduction to clinical mental health counseling: Contemporary issues*. SAGE Publications.
- Young, J. S., & Cashwell, C. S. (Eds.). (2016). *Clinical mental health counseling: Elements of effective practice*. SAGE Publications.

### DSM-5-TR

To support hands-on learning during program intensive sessions, the program director recommends purchasing a print copy of the *Diagnostic and Statistical Manual of Mental Disorders*, Fifth Edition, Text Revision (DSM-5-TR).

### APA PsycTherapy Database

To provide demonstrations of treatment approaches, the program director recommends subscribing to the APA PsycTherapy database.

*Additional holdings needed to maximize the program's effectiveness.*

None at this time.

## **Estimated Cost of New Materials**

Based on 2023 pricing, the estimated cost of new materials needed to support the program is:

- Reference E-Books [*one-time purchases*] = \$4,989.94
  - ACA Encyclopedia of Counseling (\$191.19, unlimited users)
  - Clinical Mental Health Counseling (\$315, unlimited users)
  - Discovering Theory in Clinical Practice (\$586.25, three users)
  - Encyclopedia of Counseling (\$950, three users)
  - Introduction to Clinical Mental Health Counseling (\$315, unlimited users)
  - SAGE Encyclopedia of Marriage, Family, and Couples Counseling (\$1,642.50, unlimited users)
  - SAGE Encyclopedia of Theory in Counseling and Psychotherapy (\$990, unlimited users)

- DSM-5-TR [*one-time purchase*] = \$153
- APA PsycTherapy Database [*annual subscription*] = \$6,745.00

TOTAL = \$11,887.94

*I have reviewed the information above regarding library resource needs and have provided the most current information available on costs for securing these resources.*

*Margaret Reed*

Margaret Reed, MA, MLS  
Professor & Periodicals/Electronic Resources Librarian  
Riley-Hickingbotham Library  
Ouachita Baptist University

## Appendix E: Letters of Support



Mar 13, 2023

Kevin C. "Casey" Motl, Ph.D.  
Dean and Professor of History  
Ouachita Baptist University

Dear Dr. Motl,

I am delighted to offer my support to the establishment of a Clinical Mental Health Counseling graduate program at Ouachita Baptist University. As a Licensed Professional Counselor, Licensed Marriage and Family Therapist and owner of a group practice, I can personally attest to the shortage of mental health professionals in the state. Requests for services far exceed our capacity to meet the needs of those calling our practice. A recent study stated that in the US there is only one provider for every 350 people in need of mental health services.

OBU graduates have a long history of being the innovators in this state in most professional fields. I have no doubt that graduates from this program will do the same in the mental health sector.

Please let me know how I can be of assistance.

Thank you,

A handwritten signature in black ink that reads "Kellee McCoy".

Kellee

Kellee McCoy, LPC, LMFT  
CEO  
Argenta Counseling and Wellness



To whom it may concern:

With this letter, Pediatrics Plus expresses its intent to support Ouachita Baptist University in the implementation of a Master of Arts Counseling.

Pediatrics Plus has worked closely with Ouachita in various capacities over the last few years, including support of the M.S. in Applied Behavior Analysis. As an organization that offers comprehensive therapy services for our clients, we continue to face shortages in the areas of licensed counseling services. We also project this demand to grow in the future. Our intent is to partner with Ouachita to offer clinical placements and eventually hire graduates from the program into our company.

Ouachita Baptist University Business, Education, and Science departments are top notch programs that are very well-respected. I feel confident OBU will provide the resources necessary to create yet another quality program in a time of tremendous need. Please do not hesitate to contact me if you have further questions.

Respectfully,

A handwritten signature in black ink, appearing to read "Scott Street", written over a white rectangular area.

Scott Street

CEO Pediatrics Plus

(o) (501) 328-3274 Ext. 1144

(C) (580) 467-1983