Oregon State University
Extended Campus
NEW PROGRAM DEVELOPMENT GRANT
REQUEST FOR PROPOSALS (RFP)
FY 2012-2013 through FY 2013-2014
Application (5/31/12)

New Proposal

Applicant: Dr. Gene Eakin
School Counseling Program Lead

Program Title: Master of Science in Counseling, School Counseling Area of Concentration

College / Unit / Department / Organization:
College of Education

Program Contacts (Roles & Preferred Contact Information):
Dr. Gene Eakin
School Counseling Program Lead
541-737-8551
gene.eakin@oregonstate.edu

Degree, Certificate, or Minor: Degree
Program Type (check all that apply):
[ ] Bachelor Completion Degree
[ ] Bachelor’s Degree Program
[ ] Program Minor
[ ] Program Option
[X] Masters Degree Program
[ ] Doctoral Degree Program
[ ] Undergraduate Certificate
[ ] Graduate Certificate
[ ] Licensure Program (credit-based)

Does this program have OSU and OUS curricular approval? Yes [ X ] No [ ]

Program Description, including list of courses to be developed under this RFP.

The Master’s Degree in Counseling, School Counseling area of concentration is 75 quarter credits. Students take two or three classes per quarter for 12 consecutive quarters except in year three. Two courses required by Oregon Teacher Standards and Practices for the Initial I School Counselor License are also included in this RFP since most students in the school counselor concentration need these two courses for licensure.
The OSU Counseling Academic Unit and Ecampus had an effective partnership in delivering a distance education school counselor-focused master’s in science in counseling, known as the Summer Sequential program, from 1976-2007. This distance education option was placed on a temporary hiatus in 2007 due to a loss in Counseling Academic Unit (CAU) FTE. The loss in CAU FTE also necessitated that the full-time campus-based program typically completed in eighteen months be converted to an on-campus, part-time program completed in three years. Students were admitted to the part-time program in 2008 and 2009. OSU administration in 2009 stipulated that the Cascades MS in Counseling program established in 2004 and the Corvallis program not duplicate offerings. OSU Cascades administration and Cascades CAU faculty are committed to full-time and part-time residential counseling programs in clinical mental health and school counseling.

The Corvallis CAU desires to re-establish the partnership with Ecampus to once again provide the Master’s of Science with a major in counseling for school counselors. Courses in the proposed Ecampus Master’s of Science in Counseling, School Counseling area of concentration will be offered in a hybrid format with 50% classroom instruction and 50% online instruction. Classes will be scheduled on Friday and Saturday twice during the term in Salem at the downtown Chemeketa CC Center. Online instruction will be a mix of asynchronous (Blackboard) and synchronous (Adobe Connect Pro) e-learning platforms.

The existing, unchanged course descriptions as well as the Ecampus course sequence are included in the packet submitted with this document.

Areas of Concentration within the Master of Science Degree with a Major in Counseling

At the master’s level, the OSU counseling major has two areas of concentration. These areas are Clinical Mental Health Counseling (preparing one for Oregon Professional Counselor licensure) and School Counseling (preparing one for Teacher Standards and Practices Commission Initial I School Counselor Licensure). Both concentrations possess the prestigious Council for Accreditation of Counseling and Related Educational Programs (CACREP) accreditation.

This Ecampus program proposal addresses moving forward with just the school counseling concentration and admitting twelve students per year rather than proceeding with both concentrations and admitting twenty-four students per year – twelve per concentration:

1. This focus fulfills the Oregon System of Higher Education’s mandate to the Oregon State University Counseling Academic Unit to provide an MS in Counseling, with a school counseling concentration to individuals in the more rural areas of Oregon.
2. The CAU and Ecampus partnership has effectively delivered this program to Oregonians for over thirty years. The current staff is experienced in the delivery of the school counseling concentration. Development of a clinical mental health concentration in the three-year part-time format requires development of four additional courses that are yet to be taught in our program as well as the addition of fifteen additional credits.
3. The focus on one program and admission of twelve per year to that program allows the CAU to expand faculty resources at a pace that maintains compliance with CACREP accreditation standards regarding student to faculty ratio.
4. The CAU may have to shift the FTE of full-time PhD staff to assist in the development of a program with two concentrations and admission of twenty-four students per year. The CAU does not want to risk diminishing the quality of the PhD program. These concerns provide the rationale for developing only the MS in Counseling, school counseling area of concentration for delivery through Ecampus. The CAU and Ecampus partnership have a vested interest in ensuring that: 1. The CACREP accreditation for the PhD program be maintained. 2. The quality of the PhD program be maintained.
Current Program of Study (as of Fall 2012)

<table>
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<tr>
<th>Master’s Courses</th>
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| **TCE 513 COUNSELING PRE-PRACTICUM (3)**  
Designed to develop competencies in basic counseling skills and processes. |
| **TCE 514 PRACTICUM IN COUNSELING (1-3)**  
Designed to develop competencies in basic skills, facilitative dimensions, and counseling process. Self-critique, peer-critique, and supervisor-critique of videotaped interview. |
| **TCE 515 COUNSELING INTERNSHIP (15)**  
The internship is the culminating field experience of the MS in Counseling program. |
| **TCE 531 DEVELOPMENTAL PERSPECTIVES IN COUNSELING (3)**  
A study of affective, behavioral, cognitive, physical, and moral development for human growth and maturation. |
| **TCE 532 SOCIAL AND CULTURAL PERSPECTIVES IN COUNSELING (3)**  
Social and cultural factors effecting counseling. |
| **TCE 533 ADDICTIVE BEHAVIOR COUNSELING (3)**  
Techniques for addictive behavior assessment and counseling. Specific addictions covered include substance abuse, gambling, and eating disorders. |
| **TCE 541 THE COUNSELING PROFESSION (3)**  
Provides the foundation for becoming a counselor and explores the psychological and philosophical ramifications of the counselor in a changing world. |
| **TCE 546 LEADERSHIP OF SCHOOL COUNSELING PROGRAMS (3)**  
Designed to prepare school counselors to lead teams in the development and implementation of comprehensive school counseling programs. |
| **TCE 548 SPECIAL EDUCATION ISSUES IN COUNSELING (3)**  
Addresses various issues related to special education and counseling. |
| **TCE 551 THEORY AND TECHNIQUES OF COUNSELING I (3)**  
Basic concepts and facilitative skills of helping relationships. |
| **TCE 552 THEORY AND TECHNIQUES OF COUNSELING II (3)**  
Continued development of the theories and techniques of counseling including identification of the counseling process. |
| **TCE 557 APPRAISAL OF THE INDIVIDUAL (3)**  
Development of framework for understanding the individual and methods for data gathering and assessment. |
| **TCE 568 LIFESTYLE AND CAREER DEVELOPMENT (3)**  
Major theoretical approaches to career development. |
| **TCE 571 GROUP COUNSELING PROCEDURES (3)**  
A conceptual and experiential introduction to group dynamics. |
| **TCE 575 FAMILY COUNSELING (3)**  
An overview of the major theoretical approaches to family counseling. |
| **TCE 577 APPLIED PSYCHOPATHOLOGY AND PSYCHODIAGNOSTICS (3)**  
Addresses the principles of diagnosis of psychopathology and the use of current diagnostic tools, including the current edition of the Diagnostic and Statistical Manual (DSM). |
| **TCE 578 Crisis, Grief, and Loss (3)**  
The theory and pragmatics of crisis, trauma and grief counseling are addressed. |
| **TCE 591 STUDY OF SCHOOLS: K-12 (3)**  
Structured observation in selected K-12 school sites. Total of 125 hours of observation, as required by the Oregon Teacher Standards and Practices Commission for persons without prior teaching experience. |
| **TCE 592 CLASSROOM INSTRUCTION FOR COUNSELORS (3)**  
75 hours of supervised instruction in a public school setting. **PREREQS:** TCE 591 |
TCE 598 COUNSELOR CONSULTATION (3)
Development of consultation skills as a supervisor and counselor educator.

Note: TCE 513, TCE 515 and TCE 591 are not currently offered through Ecampus, but will be developed for distance/online delivery upon approval of this program proposal, per signed agreement between the College of Education and Ecampus.

Program Development Plan: goals, objectives, timelines, personnel per course (if known).

The primary goal of this Ecampus program is to expand access to the MS in Counseling program, school counseling area of concentration, to students from all areas of Oregon. Access will be expanded through the hybrid format which will feature a limited number of weekend intensives as well as asynchronous and synchronous online components to meet existing counseling knowledge and skills objectives. This format will improve access for a geographically diverse population. For example, when the MS in Counseling Program was available from 1976-2007 as a Summer Sequential Program, students enrolled from areas such as Medford, Grants Pass, Klamath Falls, Bend, Hermiston, La Grande, Pendleton, and communities on the Oregon Coast.

The hybrid format also fulfills a need for remedial and continuing professional education options for individuals who have been approved to work in rural schools as school counselors working on Transitional Licenses from Oregon Teacher Standards and Practices Commission. These individuals must complete a variable number of school counseling core courses to meet requirements for the Initial I School Counselor Licensure required by TSPC.

The primary objective is that all courses will be modified for hybrid delivery such that at least 50% of the course content will be delivered online via Blackboard and or Adobe Connect Pro with the possibility/probability that some courses will be delivered 100% via e-learning platforms. A second, but equally important objective is that the design and development of this hybrid program maintain the ability to meet or exceed all existing CACREP (accreditation), program, and OSU Graduate School student learning objectives associated with the campus-based and historical distance education Master’s in Counseling for school counselors program. The OSU Counseling Academic Unit has demonstrated efficacy in promoting high-level student engagement, providing a relevant and integrated educational experience, and enhancing student success using a similar hybrid delivery format in the existing Ph.D. in Counseling Program.

Rationale for Program: address how the program supports the OSU strategic plan and goals.

Hybrid delivery of the MS with a Major in Counseling program will maximize access to non-residential, non-traditional students who wish to practice as school counselors. This claim is supported by the increasing ethnic and geographic diversity of the Ph.D. with a Major in Counseling program that has operated successfully in a hybrid format through Ecampus for 4 years. From past experience with the Summer Sequential MS program, it is anticipated that many of the students who will enroll in the proposed program will be serving children in rural Oregon as school counselors. Thus this program has potential to support OSU Strategic Plan goals in the area of outreach and engagement, expanding OSU’s regional profile and furthering human health and wellness. Specifically, this program has potential to support this OSU Strategic Plan goal #2 initiative, “Increase access to innovative, relevant educational programs through non-traditional delivery modes that serve place-bound students, address targeted business needs, and promote lifelong learning.” Also, please note that OSU is a Land Grant Institution and as such has a mandate unlike other universities in the State System of Higher Education to provide services to the entire State. The delivery of the MS in Counseling Program in the hybrid format is consistent with the mission of a Land Grant Institution.
When fully developed, what is the anticipated enrollment per year?

Proposed first-year enrollment will be twelve students, with cohorts beginning yearly with twelve students per cohort. Total enrollment in the third year and thereafter would be 36 students: three cohorts working concurrently at various stages of program completion.

Once fully approved, and under agreement between the College of Education and Ecampus, the proposed program will commence summer term, 2013. This will be the initial term in which students will be allowed to enroll into the Ecampus-based MS in Counseling.

Please explain plans for long term program sustainability.

The demand for similar programs offered by OSU’s Counseling Academic Unit was stable and admission was competitive. Sustainability has been clearly established by the previous track record of this program that has been in existence at Oregon State University from 1976-2007. The admission rate for the MS with a Major in Counseling program was typically 33% - twelve admitted out of forty applicants - for the school counseling concentration. The marketing survey recently completed through Ecampus also substantiates the need for school counselors. Though the survey noted that the need for school counselors is not as high as that in other counseling specialty areas such as rehab or addictions counseling, we would note:

1. No other nationally accredited counselor education programs in Oregon offers an MS with a Major in Counseling accessible to individuals living outside of the I-5 corridor or outside of nightly commuting distance to Bend.
2. The program will prepare school counselors in the New Vision School Counseling (NVSC) paradigm so they may provide k-12 leadership to prepare all students for post secondary education. NVSC is particularly appropriate at this time given the current emphasis in Oregon on increasing the percentage of Oregonians who complete post secondary education. Also note that students from rural Oregon do not matriculate to post secondary programs at rates similar to their urban counterparts. The program will also focus on counseling issues related to STEM. The NVSC focus will increase the political capital of the school counseling program as it becomes known as a program that addresses issues of paramount importance to the Oregon educational system.
3. Once the Ecampus MS in Counseling program, with a school counseling area of concentration program is established and the Counseling Academic Unit is able to add staffing, then we could add additional tracks to the program and have held discussions to add a Clinical Mental Health concentration with a focus on child and adolescent counseling given that no other such program exists in the Pacific Northwest. We have also discussed the possibility of adding an addictions track.

How will this program be evaluated?

This program will be primarily evaluated using established systematic developmental assessments of student learning outcomes. These assessments were developed to meet Council for the Accreditation of Counseling and Related Educational Programs (CACREP) and the Oregon State University Graduate School standards. These assessments are in place for the Ecampus Ph.D with a Major in Counseling program as well as the OSU Cascades Masters’ of Science with a Major in Counseling programs. NCATE and TSPC both accept evaluations by CACREP in their own accreditation of OSU Counseling programs. The proposed program is expected and required to meet the same standards as the residential Master’s of Science in Counseling, school counseling area of concentration program. Additionally, the Counseling Academic Unit will use electronic surveys and real-time focus to conduct needs-based assessment during the first cycle of implementation.

Research Possibilities:
The Counseling Academic Unit would also like to note the opportunities to conduct research on numerous aspects of this hybrid MS in Counseling with school counseling concentration program. The Ph.D. with a Major in Counseling Program provides substantial infrastructure to conduct this research, which may include research on:

1. Efficacy of synchronous online communication/interpersonal skills-based courses in meeting skill objectives.
2. Effects of focused, synchronous learning interventions on meeting knowledge acquisition and application objectives within otherwise asynchronous online courses.
3. Effects of synchronous online supervision interventions on pre-service and post-master’s school counselor skills.
4. Identifying and exploring factors affecting student experiences of hybrid helping professions training.
5. Exploring the impact of instructor behaviors variables on the efficacy of synchronous online learning interventions.
6. The efficacy of using e-supervision of school counselors via Adobe Connect Pro.
7. The impact of NVSC on addressing STEM counseling issues.
8. The impact of NVSC on addressing the post-secondary matriculation of students in the rural areas of Oregon.
### M.S. in Counseling – School Concentration
Course Offerings Matrix
Part time 3-year/ Ecampus and Cascades

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<th>Course Number-Title-Credit / Year-Term</th>
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Credit hours per term

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Total program credit= 75 (81)*

*Students who do not have a teaching license take TCE 591 (3cr) and TCE 592 (3cr) to fulfill the TSPC requirement of 200 hours of teaching practicum experience. These two classes are not required for graduation, but for TSPC licensure purposes.

The curriculum differs between the Ecampus and the Cascades program offerings only in the scheduling of when the individual courses will be taken over the three year program. Courses for the Ecampus program will be offered off-campus, either fully online or hybrid site-based in Salem.

**Note:** TCE 513, TCE 515 and TCE 591 are not currently offered through Ecampus, but will be developed for distance/online delivery upon approval of this program proposal, per signed agreement between the College of Education and Ecampus.

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