

**STATE OF WISCONSIN
2018 ANNUAL SCHOOL RENEWAL APPLICATION
INSTITUTIONAL PLANNING**

I. SCHOOL INFORMATION

Name of School: Southern New Hampshire University

II. PLANNING ELEMENTS

A. MISSION

Southern New Hampshire University transforms the lives of students. Our success is defined by our students' success. By relentlessly challenging the status quo and providing the best support in higher education, Southern New Hampshire University expands access to education by creating high quality, affordable and innovative pathways to meet the unique needs of each and every student. The University was founded in NH in 1932 and SNHU offers programs within the Schools of Business, Arts & Sciences, Education, the College for Online and Continuing Education and our workforce partnerships, College for America. In Wisconsin, SNHU offers the Graduate Program in Clinical Mental Health Counseling (PCMH), on location in up to three sites in Wisconsin

Graduate Program in Clinical Mental Health Counseling (PCMH)

MISSION AND PURPOSE:

In the 2016 academic year, the name of the Graduate Program in Community Mental Health and Mental Health Counseling was changed to the Graduate Program in Clinical Mental Health Counseling (PCMH). This is in support of its current and ongoing purpose, to offer a unique emphasis in both clinical mental health and addictions counseling, which addresses both clinical and leadership skills in counseling and community-based behavioral health care. The program is specifically designed to prepare individuals to perform a wide variety of clinical counseling and administrative roles in integrated community mental health and substance abuse services for children, youth, families, and adults.

The Graduate Program in Clinical Mental Health Counseling offers state-of-the-art graduate education in clinical mental health counseling. Its mission is to prepare professional counselors to work in clinical mental health, and community and private practice settings in order to promote individual and community wellness, resilience and recovery. Graduates are prepared to meet the needs of individuals with mental health challenges and related addiction disorders. All coursework is delivered in a weekend format, to be highly accessible to working adults. Students are primarily professionals in the behavioral health field, people in recovery, family members, and others who wish to become clinical mental health or professional counselors. The program is offered on location in New Hampshire, Maine, Vermont, Wisconsin and Alaska. Graduates

demonstrate a strong grounding in the knowledge and skills of the counseling profession, as well as in: person-centered and strength-based approaches; culturally competent practice in a multicultural and diverse society; integrated, evidence-based clinical practice in mental health and addictions, and a commitment to leadership, systems change and advocacy within the profession, the community, and the larger society.

The program is offered in a cohort model and employs a weekend delivery format designed to be accessible to working adults. The specializations in the program are in Integrated Mental Health and Substance Abuse Services for Children, Youth and Families or for Adults. Students who began before September of 2015 have additional options to graduate with a Certificate (22 Credits), or with a minimum 48 or 60 credit Master of Science degree in Community Mental Health, with an emphasis on Mental Health/Professional Counseling, or they may choose to graduate under the new requirements, which follow. Students beginning after September 2015 graduate with a 63 or 66 credit Master of Science in Clinical Mental Health Counseling. The mission and content of the program and course work has not changed substantially. In Wisconsin, the program is currently pre-approved as meeting the Educational Requirements for Licensed Professional Counselors and Substance Abuse Counselors. The new degree requirements, course and program titles also align with the requirements for Licensure as a Professional Counselor in Wisconsin, which will take effect in September of 2018, and the program will apply for pre-approval under the new requirements.

As evidenced by these recent changes, program faculty and staff employ several mechanisms for periodic review and evaluation, to ensure that the program is of high quality, and based on state-of-the-art practice in clinical mental health & substance abuse counseling and in behavioral health services. This purpose is consistent with the vision of Southern New Hampshire University (SNHU) to be an innovative, accessible, affordable nationally, and internationally, recognized university committed to exceeding the expectations of those it serves, and its mission to provide its graduates with the intellectual, creative and social foundations to lead fulfilling lives as competent, committed and compassionate members of a global society.

PCMH Program Objectives (as aligned with CACREP standards. The program is not CACREP accredited.):

	Southern New Hampshire University Graduate Program in Clinical Mental Health Counseling Objectives
Professional Identity and Orientation	To prepare clinical mental health counselors who are knowledgeable concerning the current and emerging trends in the counseling profession and can address the needs of all people with mental health and co-occurring disorders, such as

	addictions, using a strength-based and wellness orientation.
Social and Cultural Diversity	To prepare clinical mental health counselors to respond to the needs of all people in a socially and culturally competent, person-centered respectful manner.
Human Growth and Development	To prepare clinical mental health counselors to understand human development across the life-span, from early childhood to elders, and to apply strength-based developmentally appropriate clinical interventions.
Career Development	To prepare clinical mental health counselors to understand the importance of meaningful work and assist clients in achieving their personal and career goals.
Helping Relationships	<p>To prepare clinical mental health counselors who are skilled in the counseling process, including engagement, assessment, treatment and outcome-based practice.</p> <p>To prepare clinical mental health counselors who are able to apply a variety of evidence-based practice modalities in an individualized and culturally competent manner to address mental health, co-occurring and addictions disorders.</p>
Group Work	To prepare clinical mental health counselors who are knowledgeable and skilled in the areas of group counseling methods, group dynamics and group facilitation styles that serve a wide array of participants and purposes.
Assessment	To prepare clinical mental health counselors to take a holistic comprehensive approach to assessment, that informs strength-based and individualized treatment planning.
Research and Evaluation	<p>To prepare clinical mental health counselors who are knowledgeable about research, program evaluation and the use of data to evaluate individual and systemic outcomes.</p> <p>To prepare clinical mental health counselors to be life-long learners and who read, critique and contribute to the literature of the profession.</p>
Program Area Standards	To prepare clinical mental health counselors to meet the curricular objectives in their clinical mental health counseling specialization area, including wellness promotion, prevention,

	treatment, referral, organizational leadership, advocacy and systems change.
Professional Practice Standards	Engage in field based supervised practicum and internship experience to integrate academic learning with professional practice.
Personal Growth and Understanding	Develop self-awareness of their strengths and limitations and utilize self-care and supervision in service of their professional development.

B. MARKET

The students enrolled in the PCMH program are primarily working adults, looking for an accessible graduate program and one that focuses on the knowledge and skills most relevant to clinical mental health and addictions counselors, particularly in integrated mental health and substance abuse services. The majority of the program's current and potential students are professionals working in mental health and substance use disorder counseling, professionals in related fields (e.g., child welfare, vocational rehabilitation) or career changers in other helping or social service professions (e.g., nursing, education, corrections). The program also recruits former mental health and substance use disorder service recipients in recovery, and family members of service recipients, who wish to become professionals in the behavioral health field. Applicants without professional experience are encouraged to speak to the relevance of the certificate/degree to their career goals and to obtain some volunteer or other experience prior to enrollment.

Why Students Choose PCMH

Students are motivated to enroll in our program in order to become clinical mental health or addictions counselors by: (1) acquiring additional credentials (i.e., the Master of Science degree), to become practicing clinicians in public or private agencies, as a path to a new position or promotion, or to move into management and leadership positions in public behavioral health systems, (2) acquiring state-of-the art education in Integrated Mental Health and Substance Abuse counseling, and (3) pursue licensure as a Professional Counselor or Certification as a Substance Abuse Counselor. The program is pre-approved as meeting the educational requirements for both LPCs and SAC counselors in Wisconsin.

What is Unique about PCMH?

When applying to PCMH, students are most likely comparing the program to other graduate, masters-level programs in Counseling, Social Work or Human Services.

The Graduate PCMH is unique in that it integrates the standards for clinical mental health counseling programs with:

- State-of-the-art information on integrated treatment in mental health and substance use disorders, that is recovery-oriented, strengths-based, and trauma-

informed, across the life span, and information on leadership, management and systems change. The program also serves students well in rural areas and integrates content on rural mental health service delivery;

- Is offered in an accessible, weekend format for working adults.
- Students also regularly cite the following as unique program strengths:
 - the Cohort Model, and the impact of being part of a community of learners with professional and personal experience, and
 - The Faculty, who are scholar/practitioners, with both academic and professional experience in the behavioral health field.

National Recognition

The Annapolis Coalition on the Behavioral Health Workforce selected the Graduate PCMH as an “Innovative Practice in Workforce Development” highlighted in its Registry of Innovative Practices. The program was awarded this recognition by expert panels convened to identify best practices in workforce education under the following five categories: consumer and family / adult mental health, child / adolescent and school-based mental health, leadership, rural mental health, and substance use disorders treatment and persons in recovery.

Recruitment and Marketing Activities

Since PCMH is designed for adult learners who work or wish to work in counseling and behavioral health services, publication materials are designed to reflect a mix of general marketing and recruitment focused on relevant groups of staff:

- PCMH sends information to e-mail and regular-mail “lists” from state and regional mental health, substance abuse and related social service agencies.
- Electronic “flyers” are sent to e-mail lists and/or relevant list serves with general program information, announcements of new cohorts and local information sessions, sometimes with endorsement letters from leaders in relevant state and local agencies. The Site Development and the Program Directors stay in contact with state and local mental health, substance abuse, and other human services agency directors and may attend and present at regularly scheduled meetings of agency heads.
- Newspaper ads announce new cohorts and information sessions.
- Program Brochures and Application Packets are distributed through Conference Exhibits at statewide or regional conferences and are targeted to adults working in related mental health and health-service fields as well as college fairs targeted to graduate students.
- Program Brochures and Application Packets are distributed at Information Sessions as new cohorts are coming up. We hold information sessions at likely agencies, in public spaces (e.g., local libraries), on campus or on-site at our locations, and at the VT Center.
- Online recruitment tools include Information on the PCMH web page, links from other SNHU web pages (Grad, undergrad, admissions, School of Arts and Sciences, etc.). Postcard mailings alert potential students to upcoming cohorts and information sessions.

- Posters with tear-off return cards to request information may be distributed to relevant agencies and undergraduate programs.
- Press releases may be used to notify local papers regarding PCMH graduations and graduating students or to announce faculty accomplishments and awards.

C. MANAGEMENT

Southern New Hampshire University

Southern New Hampshire University is governed by a Board of Trustees created under the authority granted by the General Court of the State of New Hampshire. The Board is comprised of not fewer than nine (9) or more than fifteen (15) trustees, which includes the President who serves as *ex-officio* voting member. The board may have observers from the administration, faculty, students and alumni who may participate in the activities and meetings of the board as it may find useful from time to time. There is provision for emeritus members. Officers of the Board include: Chairman, President, Secretary (and such Assistant Secretaries as may be elected) and Treasurer (and such Assistant Treasurers as may be elected), which are elected annually by the Board.

The Leadership Council is the senior management body for Southern New Hampshire University. It includes the University President, President of University College, Chief Academic Officer and SVP of Academic Quality, Accreditation & Support, Chief Operating Officer and Executive Vice President of the College of Online and Continuing Education, Senior Vice President and Executive Director of Workforce Partnerships, Senior Vice President of External Affairs and Communications, Vice President for Global Engagement, Executive Vice President and Chief Strategy & Innovation Officer, Senior Vice President and Chief Diversity & Inclusion Officer, Executive Vice President and Chief Human Resource Officer, Senior Vice President and General Counsel, Executive Vice President of Technology and Transformation, Senior Vice President of Institutional Advancement, and Senior Vice President and University Chief of Staff.

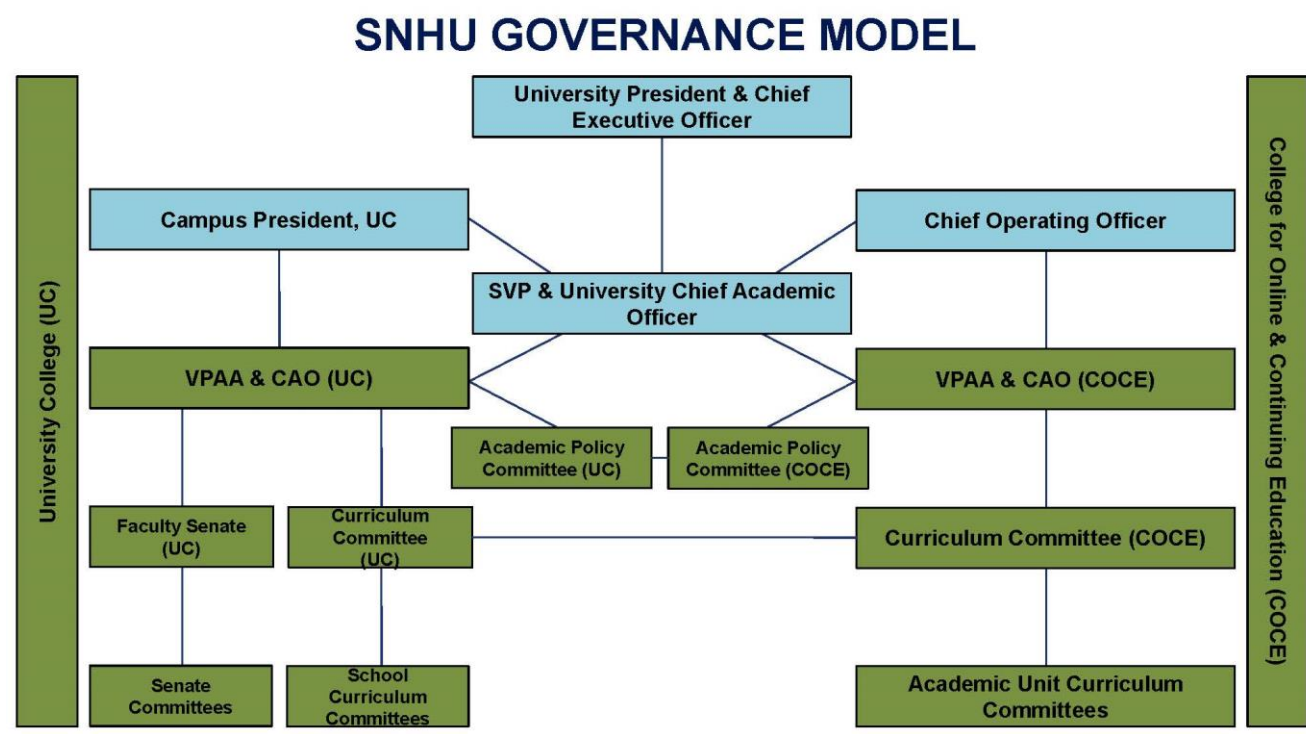
The University has organized itself into two distinct academic units; University College (UC) which houses the traditional day programs (and the School of Business, School of Education, and School of Arts and Sciences). The College of Online and Continuing Education (COCE); which houses our online, B2B, and competency-based College for America (CfA) programs. UC and COCE offer undergraduate and graduate programs and function under the leadership of a Dean or vice president who reports to the Provost. The School of Arts and Sciences includes the Graduate Program in Community Mental Health. The Director of the Program in Community Mental Health reports to the Dean of the School of Arts and Sciences.

SNHU utilizes a tailored governance model and in UC, the faculty's role is traditionally constituted with a Faculty Senate. While the governance of UC is more conventional, governance of COCE evolved to be a top-down, more agile governance structure, suited to meet the specific demands of an online operation. In COCE, the faculty role is more limited. While they retain stewardship of curriculum and set standards and credentials for faculty hiring, they do not *manage* academic program delivery in the

same way as faculty does in UC. In place since January 2010, the highlights of this hybrid model are as follows:

- In UC, the traditional governance model still holds;
- COCE has its own academic governance, reporting up to the University Chief Academic Officer.
- COCE's governance model calls for any extended delivery of UC academic programs to mirror the same learning outcomes, topic coverage, rigor, and at the program level, courses as those on the main campus. That is, any program the University offers in extended delivery through COCE must, from a student perspective, be the same as if he or she enrolled in UC for that program or course. The same would also be true in a situation where UC extended offering of a COCE program.
- The UC faculty retains a substantial voice in the decision to bring any program forward for extended delivery. A process exists for negotiating any disagreements about program offerings with the Chief Academic Officer having the final decision.

The model is designed to ensure COCE's agility and market responsiveness while protecting the traditional faculty's stewardship of curricula and establishing the necessary credentials to teach. In this model and as the organizational chart illustrates, the Chief Academic Officer remains the final authority for both UC and COCE in terms of academic governance.



Graduate PCMH

Director, Faculty: The Director of PCMH, Annamarie Cioffari, Ph.D. (1.0 FTE), is responsible for overall program leadership and strategic planning, budget and enrollment management, faculty recruitment and supervision, curriculum development, and relationships with external stakeholders, including funding sources, NEASC, state higher education commissions (as requested by SNHU), and regulatory bodies governing licensure for mental health counselors in current and future site. She is also one of the core instructors.

The Assistant Academic Coordinator faculty: Michal Eakin, Ph.D. (1.0 FTE) is involved with licensure requirements, scholastic standing, advising, program evaluation, and curriculum development, and is one of the core instructors.

Admissions, Recruitment and Marketing Specialist: Jeanne Zimmerman, M.S. (1.0 FTE), has lead responsibility for student recruitment, managing the admissions process, production of marketing materials, and organization of mailings. Ms. Zimmerman also has lead responsibility for the development and maintenance of the program's web site. She has completed her M.S. through the program and teaches the program Orientation and Masters Project.

Administrative Assistant: Sarah Chausse (1.0 FTE) is one of the program's two administrative assistants. The administrative assistants each support 5 to 7 cohorts of students. Ms. Chausse is a primary liaison to the students and the sites, responsible for all classroom logistics, for producing and getting materials (course syllabi, reading packets, and book orders) to the sites, and producing, collecting and entering class registrations. She is also a primary liaison for faculty relative to updating syllabi, ordering texts and reading packets, obtaining copyright releases for articles, various college forms, audiovisual needs, and so forth. Ms. Chausse is also responsible for requisitions, and accounts payable.

Administrative Assistant: Cindi Arsenault (1.0 FTE) also is a primary liaison to the students and the sites, responsible for classroom logistics for 5 to 7 cohorts, for producing and getting materials (course syllabi, reading packets, book orders) to the sites, and producing, collecting and entering class registrations. She is also a primary liaison for faculty relative to updating syllabi, ordering texts and reading packets, obtaining copyright releases for articles, various college forms, audiovisual needs, and so forth. Mrs. Arsenault is also responsible for purchasing and travel arrangements.

Additional Staff:

Site Coordinators

A student is chosen at each site to be the site coordinator/liaison. The site liaison is responsible for many of the logistics to ensure that class weekends run smoothly. The site liaison may be responsible for opening the room, arranging for a/v equipment, distributing course materials received from the program (semester registration forms,

syllabi, readings packets), and other logistical details between the program and the site. Site liaisons receive a 25% tuition scholarship for 6 credits of tuition per Term.

Faculty

PCMH draws from several sources to provide high quality, relevant instruction to students:

(1) Core SNHU instructors, including program administrative staff, who are experienced both in clinical mental health counseling, the behavioral health field and in delivering the PCMH program to adult learners in Vermont and in other states; Core instructors typically teach at least 50% of the course work in Wisconsin; (2) a pool of “senior” part-time faculty, who are national leaders in the field and who teach for PCMH very regularly; and (3) local mental health practitioners hired as adjunct faculty on a course-by-course basis, for their expertise in a particular topic. This mix of full time University staff and individuals who are respected practitioners and scholars in the field makes for a diverse, deep and broad group of experts from whom students may develop a comprehensive understanding of state-of-the-art developments in the field.

Advisory Functions and Program Improvement

PCMH follows Southern New Hampshire University’s regular procedures for program development, revision and review. Its program and curriculum were reviewed by the relevant Curriculum committees at the time of the transfer from Trinity College. Since that time, any program and curriculum revisions have been accepted and approved, as required at SNHU, by the School of Arts and Sciences Faculty, the University Curriculum Committee, and the Provost.

In 2015-16, program faculty undertook a major review of the program’s curriculum and competencies, in relation to the standards set by CACREP, the Council on Accreditation of Counseling and Related Educational programs, in order to be well aligned with CACREP. While the program is not currently CACREP accredited, it works to keep its curriculum aligned with the standards so that it may apply in the future.

The program and its original competencies were developed with a very unique and high degree of involvement from professionals with expertise in behavioral health services (including academics), and all of the major constituencies in the behavioral health field, including state and local agency representatives, service providers/behavioral health professionals, consumers/service recipients and families of service recipients. This method of program development and review continues. The program will often call together focus groups of PCMH staff, faculty, students, service providers, and so on, to review curriculum, set priorities for curriculum development and revision, and recommend improvements. Recent curriculum reviews included a review of its curriculum related to cultural relevance, through an award from New Hampshire’s Office of Minority Health and Refugee Affairs, and a crosswalk of its curriculum to newly developed competencies for New Hampshire’s Children’s Behavioral Health workforce, through an award from the University of New Hampshire Institute on Disabilities. Program staff are currently on the Vermont Governor’s Summit on the Opioid Crisis and related workforce development, New Hampshire’s Strategic Planning Committee for an

Integrated Health and Behavioral Health workforce, the New Hampshire Children's Behavioral Health Training Network and the Minority Mental Health Work Group, and Dr. Eakin has undertaken a thorough review related to state licensure requirements for professional and substance abuse counselors.

In the 2015 academic year, the program reviewed CACREP standards as well as current and future regulations governing clinical mental health or professional counselors in the five states in which the program is offered. Curriculum changes based on that review were implemented for academic year 2016.

As noted above, in the 2016 academic year, program faculty completed a major review of the program's curriculum and competencies in relation to the standards set by CACREP (the Council on Accreditation of Counseling and Related Educational Programs) in order to remain well aligned with the standards and to position the program to apply for CACREP accreditation in the future under the 2016 standards.

D. SWOT ANALYSIS

The recent rapid growth of the University's online programs and enrollments in COCE represent both a strength and a weakness for the University. That growth, combined with the challenges involved in operating with multiple delivery methods, campus and online, governed and managed as one, presents the University with unique opportunities and threats. The University's growth in online enrollments and offerings has increased the University's revenues and financial resources. This success presents the University with significant opportunities to invest in our traditional main campus resources, such as new buildings, which include a new Learning Commons and residence halls to assist us in achieving our goal of making our main undergraduate campus program a top choice for the student market we serve. The revenues achieved from expanded online operation also provide us with the resources to make significant investments and improvements in faculty, infrastructure and technology for both UC and COCE. One potential threat or weakness is that we must be diligent to not grow too fast and we must maintain effective communication and collaboration between the schools so that we may maintain the unique culture that has made SNHU the place it is today. We also have increased resources dedicated to research and development of new and innovative cost-effective delivery models, methods and programs that may in fact threaten our current online program base should they become successful in the marketplace. We have to balance the demands of sustaining the models that are currently in operation, while investing in innovation and developing the next generation of online delivery and assessment tools, as well as successful programs.

Graduate PCMH

Goal 1: Maintain a stable number of enrollments/cohorts across sites. Continue to serve the workforce development needs of the states in which the program is offered. *Strength:* As noted earlier, the strength of the program is that it is designed to serve adult learners which includes practicing professionals in the behavioral health field, former service recipients and family members. The format is very accessible and the

content is highly relevant for this audience. The program's curriculum is unique in allowing alumni to apply both for licensure as Professional Counselors and certification as Substance Abuse Counselors.

Weakness: While highly relevant to its intended student population, the program serves a "niche" market. It also attempts to provide classes in a way that meets the workforce development needs of states in which it is offered, sometimes in very rural areas (e.g., in north central Wisconsin).

Opportunity: Ongoing participation in relevant state and local workforce development committees both expands the programs network of contacts and informs the program curriculum. Examples of good outcomes from this participation include new course work in Elders and in Early Childhood, and the program's national recognition as a model program. We also are involved in advocacy efforts around career lattices, scholarship development and loan repayment for students working as counselors in the behavioral health field.

Threat: Professionals in the behavioral health field are often not in high paying jobs in spite of the fact that most positions require Masters-level, license-able applicants. While the program may have a reasonable number of enrollments per state, this makes it more challenging to offer as many cohorts, in as many areas of the state, as might be of best service geographically.

Objective:

Nationally, PCMH will continue to have a total of 10-14 Cohorts, and a total of 130- 200 students enrolled at any given time. In Wisconsin, one Cohort is currently enrolled in Wausau. The program would like to begin a Milwaukee site in the future.

Timeline: In the 2018, 2019 and 2020 Academic Years.

Measure: Number of Cohorts, Number of Enrollments. Wisconsin enrollments are expected to stay stable; New Hampshire and Vermont enrollments will continue to grow to 20-35 per cohort.

2016-17 Update:

The majority of the students in the Milwaukee 9 and Wausau 4 cohorts have graduated. The Wausau 5 cohort is continuing.

Goal 2: Improve Assessment of Student Outcomes.

While PCMH conducts regular student academic and internship assessments, and students self-assess on the competencies at several points along their academic careers, it has been a long-term goal to better tie student assessment to the Program competencies. In conjunction with SNHU Strategic Goal 1, PCMH will be reviewing and improving its student assessment processes.

Strength: As noted above, PCMH has a set of core competencies that inform its curriculum and that undergo a process of continuous improvement. Students are assessed through course assignments and grades, internship evaluations (including ratings based on the competencies), and periodic self-assessment on the competencies.

This goal is deferred, as the program re-assesses its priority.

Specific improvements made in 2016-17

- All curriculum changes to align better with CACREP and the new state licensure requirements were implemented.
- CACREP self-study completed aligning all syllabi to the CACREP standards. Mission and Objectives updated with faculty input.

2017-2018 Update:

The PCMH program is not currently CACREP accredited and is not pursuing CACREP accreditation at this time. It will begin aligning syllabi to the 2016 standards in 2018-2019.

Goal 3: Explore and Prioritize possible areas for program expansion.

As noted above, the primary goal for the next 3 years is to keep the program enrollments strong and viable, in the program's niche market. This will mainly be accomplished by maintaining the programs:

Strengths: highly relevant content, excellent service delivery, accessible format, successful marketing and recruitment strategies, and connections to state and local behavioral health systems and networks.

Weaknesses: A niche market can be strength as well as a challenge and the program is challenged to continue to add options to its curriculum, delivery format and sites in order to remain strong financially and in terms of enrollments.

Opportunity: SNHU's Goal 3 of its overall strategic plan calls for growing non-traditional enrollments, and the School of Arts and Science (SAS), in which PCMH sits, is in the process of developing its own strategic plan.

Threat: Spreading our small staff's efforts too thin and/or developing new delivery formats at the expense of current approaches.

2016-17 Update: (Similar to 2016)

- PCMH continues to start new cohorts in all 5 states in which it is offered.
- PCMH has been expanding its professional development course work. It has begun additional work with state Substance Use Disorder licensing boards to see if there are particular non-degree options that would be useful to professionals addressing the opioid crisis and the move towards integrated health care.
- The VCPI grant is continuing and growing, with excellent professional development offerings that inform the PCMH curriculum (www.vtcpi.org). Over \$1,000,000 in grant funds to date, and professional development projects developed in Dialectical Behavior Therapy, the Collaborative Network Approach, IDDT (Integrated MH and Addictions Treatment), reduction of seclusion and

restraint in inpatient settings and more, as well as data support for Vermont's Youth Mental Health First Aid project and projects focused on collaboration between mental health and law enforcement. All of these projects help to keep the curriculum state-of-the-art and highly relevant to mental health and addictions counselors of the future.

E. FUTURE THINK

Southern New Hampshire University (SNHU) has an approved agreement with Northern Vermont University (NVU). Through this agreement SNHU, with NVU, has identified three options for students within the program to continue and complete their degree, each of which is outlined below. As a result of this approved agreement with NVU, SNHU will discontinue our administration of the Graduate Program in Clinical Mental Health Counseling (PCMH) in Wisconsin in **January 2019**.

Student Impact/Options:

There are currently fourteen (14) active students in the PCMH program in Wisconsin and each has been provided with individualized plans for their program completion and/or transition from SNHU to NVU.

- **Pathway One:**
Students who successfully complete their remaining program requirements by **August 31st, 2019** are eligible to graduate with an SNHU degree.
 - There are currently seven (7) active students in this pathway
- **Pathway Two:**
Students who successfully complete their remaining degree requirements between September 1st, 2019 and **August 31st, 2020** are eligible to a dual degree from SNHU and NVU. SNHU will issue the diploma and transcript and both will have a notation that the degree was earned in partnership with NVU. NVU will also issue a diploma and transcript with a notation that the degree was earned in partnership with SNHU.
 - There are currently seven (7) active students in this pathway
- **Pathway Three:**
Students who cannot finish their remaining degree requirements by August 31st, 2020 and will be transferred to NVU and eligible to earn an NVU degree.
 - There are currently zero (0) active students in this pathway

All active students received a communication regarding the pathways identified above and each was provided with an individualized education plan and contact information for staff at SNHU and NVU. SNHU is dedicated to its students and the Graduate Program in Clinical Mental Health Counseling (PCMH) students will have ample time to work with their advisors on course plans that will allow them to successfully complete their programs. In addition, the VCPI grant (www.vtcpi.org) will move to NVU as well.

The NVU PCMH program intends to remain stable and hopes to grow enrollments at 10-14 cohorts, and 130- 200 plus students, to remain state-of-the-art based on continuous program and curricular improvements and to explore the possibilities for expansion as noted above.