

# SUNY BROCKPORT

College Senate  
State University of New York  
College at Brockport  
New Campus Drive  
Brockport, NY 14420-2925  
(585) 395-2586 (Fax) 395-2246

## Resolution # 10 2005-2006 COLLEGE SENATE

TO: Dr. John R. Halstead, College President

FROM: The College Senate Meeting on: *January 30, 2006*

RE: ⇒ I. Formal Resolution (Act of Determination)  
II. Recommendation (Urging the Fitness of)  
III. Other, For Your Information (Notice, Request, Report, etc.)

COLLEGE SENATE  
SUNY College at Brockport  
FEB 15 2006  
350 New Campus Drive  
Brockport, NY 14420-2925

SUBJ: ***Counselor Education: Graduate Curriculum Revisions #15 05-06 GC***

Signed: *[Signature]* Date: *2/6/06*  
(Dr. Mark Noll, 2005-2006 College Senate President)

**Please fill out the bottom portion and return document to the College Senate Office.**

TO: The College Senate

FROM: College President

RE: ⇒ I. Decision and Action Taken on Formal Resolution (circle)  
a. Accepted. Resolution Effective Date: *2/10/06*  
b. Deferred for discussion with the Faculty Senate on \_\_\_/\_\_\_/\_\_\_  
c. Unacceptable for the reasons contained in the attached explanation

II, III. Response to Recommendation or Other/FYI  
a. Received and acknowledged \_\_\_/\_\_\_/\_\_\_  
b. Comment: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

DISTRIBUTED BY PRESIDENT'S OFFICE TO: *President's Cabinet*

DISTRIBUTE ALSO TO: Originator, Academic Advisement, Registrar (as appropriate)

Signed: *[Signature]* Date: *2/6/06*  
(Dr. John R. Halstead, College President, SUNY College at Brockport)

**COLLEGE SENATE OFFICE  
RESOLUTION PROPOSAL COVER PAGE**

<b>Routing Number</b>	<b>#15 05-06 GC</b>
ROUTING NUMBER TO BE ASSIGNED BY SENATE OFFICE	

**DEADLINE FOR SUBMISSIONS: FEBRUARY 23**

Proposals received after the deadline may not be reviewed until next semester.

**INSTRUCTIONS:**

- Submit proposals individually rather than packets including multiple documents.
- Complete this cover page for each proposal (available online at [www.brockport.edu/collegesenate](http://www.brockport.edu/collegesenate))
- Prepare proposal in Word format using committee guidelines (available online)
- Submit proposal electronically with this cover page to [senate@brockport.edu](mailto:senate@brockport.edu), [facpres@brockport.edu](mailto:facpres@brockport.edu)
- All updates must be resubmitted to the Senate office with an updated cover page, use routing number
- Questions? Call the Senate office at 395-2586 or the appropriate committee chairperson.

**1. PROPOSAL TITLE:**

Please be somewhat descriptive, for example, *Graduate Probation/Dismissal Proposal* rather than *Graduate Proposal*.

Proposal for Graduate Curriculum Revisions: Counselor Education
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**2. BRIEF DESCRIPTION OF PROPOSAL:**

Revisions to the curriculum for the MSED degree in Counseling will adjust our current 48 credit hour Community Counselor emphasis to a 60 hour Mental Health Counseling emphasis so as to prepare students to met SED requirements for NYS licensure as Mental Health Counselors. Additional proposed revisions will adjust the curriculum so as to better suit the needs of students in all program emphases: school counselor, college counselor and community/mental health counselor. School and College Counselor emphases will remain at 48 credit hours. The revisions will eliminate EDI 685: Research Design & Statistics and replace it with EDC 685: Research and Program Evaluation. Additionally, revisions will replace EDI 530: Education & Society with EDC 616: Counseling in School Settings. EDC 613: Psychopathology will be renamed EDC 613: Counseling in Mental Health Settings. Further, some courses, which are now 6 credit hours, are changed to two-3 credit hour courses. Some of the courses are renumbered to create a logical program sequence.
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**3. SUBMISSION & REVISION DATES: PLEASE DATE ALL UPDATED DOCUMENTS**

First Submission	Updated on	Updated on	Updated on
November 11, 2005	<b>December 1, 2005</b>		

**4. SUBMITTED BY: (contact person)**

Name	Department	Phone	Email
Susan Rachael Seem	Counselor Education	395-5492	sseem@brockport.edu

**5. COMMITTEES TO COPY: (Senate office use only)**

Standing Committee	Forwarded To	Date
<input type="checkbox"/> Enrollment Planning & Policies	Committee Chair	11/17/05
<input type="checkbox"/> Faculty & Professional Staff Policies	Executive Committee	12/5/05
<input type="checkbox"/> General Education & Curriculum Policies	Senate Floor	12/12/05
<b>XX Graduate Curriculum &amp; Policies</b>		2/2/06

__ Student Policies	College President	
__ Undergraduate Curriculum & Policies	Other	

\*(ROUTING NUMBER WILL BE A CHRONOLOGICAL NUMBER SEQUENCE FOLLOWED BY COMMITTEE INITIALS)

## Proposal for Graduate Curriculum Revisions Counselor Education Program

### 1. Name of Program

MSed in Counseling

SED program code: 03418

Proposed Mental Health Counseling emphasis HEGIS code: 2104.00

### 2. Rationale

Revisions to the curriculum for the MSED degree in Counseling will adjust our current Community Counselor emphasis so as to prepare students for NYS licensure as Mental Health Counselors. Due to the complexity of our society, accelerating national crises and levels of violence and trauma, there is an increasing need for mental health practitioners across the country. For example, the American Red Cross put out a call for counselors to provide mental health services to the victims of 9/11 and Katrina. Additionally, NYS finally has responded to national standards for the practice of mental health counseling by joining 48 other states and the District of Columbia in obtaining licensure for mental health counselors. Thus in order for our students to be competitive in the market place, we need to revise our curriculum to meet State Education requirements for licensure (by 2010 students must graduate from a 60 hour masters program in order to be eligible for licensure) and to meet this national need. Further, our three counseling emphases (community, college and school) are accredited by Council for Accreditation for Counseling and Related Educational Programs (CACREP). We want to obtain CACREP accreditation for this new program, Mental Health Counseling (the community counseling program will be phased out) and thus our curriculum also needs to meet CACREP standards.

Due to ongoing departmental assessment, we have identified two areas in which our students need help. These changes have been discussed in the department for several semesters and decided that it made sense to make these additional changes now given we needed to make specific changes to our curriculum in order to meet state requirements. Data from the National Counselor Exam and the Comprehensive Counselor Preparation Exam indicate that we need to offer our own course in research and program evaluation in order for this course to align more with CACREP's core curriculum area of research and program evaluation. Additionally, feedback from the department's Advisory Board and our review of CACREP standards for school counseling shows that we need to develop curriculum specifically for school counselors. Finally, credit for our clinical experiences (practicum and internship) will be reallocated in order to more accurately reflect faculty work and renumbering of courses will occur to create a logical program sequence.

### ***Relationship to Mission***

These proposed changes address the mission of Graduate Education at SUNY Brockport by "providing a high quality graduate education that leads to advanced knowledge and technical skills in the graduate field of study and prepares graduates for doctoral studies and/or professional practice." Further the "Campus Response to Mission Review II" provides the following statement supporting this proposal: "*Changing employment patterns can be expected to influence enrollment patterns of students. The College will remain sensitive to Department of Labor statistics identifying fields that are growing as new programs are proposed and developed.*"

According to the US Department of Labor, Bureau of Labor Statistics, the overall employment of counselors (increase to 35% from 21%) is expected to grow faster than the average for all occupations through 2012, and job opportunities should be very good because there are usually more job openings than graduates of counseling programs. In addition, numerous job openings will occur as many counselors retire or leave the profession. In New York, substance abuse and behavioral counselors (which are mental health counselors) are

expected to see an increase of 11% in job openings.

Finally, the Memorandum of Understanding between SUNY and the College at Brockport (December 2000) support the proposed revisions: "Responsiveness to local, regional, and state needs in developing new degree offerings is an area Brockport believes has received insufficient attention in recent years." Data cited above from the Bureau of Labor Statistics shows a clear demand for counselors. Additionally, NYS requires licensure for mental health counselors.

### 3. Proposed Changes to Curriculum

#### **Mental Health Counseling Emphasis.** (revised community counseling emphasis)

Our curriculum is revised to address the following SED requirements (which are in part based upon CACREP's 8 core curriculum standards)

- Human growth and development
- Social and cultural foundations of counseling
- Counseling theory and practice
- Psychopathology
- Group dynamics
- Lifestyle and career development
- Assessment and appraisal of individuals, couples and families, and groups
- Research and program evaluation
- Professional orientation and ethics
- Foundations of mental health counseling and consultation
- Clinical instruction, and
- Include a supervised internship or supervised practicum in mental health counseling of at least one-year, defined as at least 600 clock hours.

Within the original 48 hours, the newly created EDC 685: Research and Program Evaluation (a more counseling oriented course) will replace EDI 685 Statistics and Research Design. The current EDC 613: Psychopathology is being re-designated EDC 613: Counseling in Mental Health Settings in order to more accurately reflects the intent of the course.

An addition of one new elective and the incorporation of the following three courses will bring the Mental Health Counseling emphasis to a total of 60 credit hours.

- EDC 885: Supervision of Counseling will be required (3 credits).
- EDC 615 Diagnosis and Treatment Planning in Counseling (3 credits) (new course)
- EDC 716: Implementation III (3 credits) (new course)

#### **School Counseling Emphasis.**

This emphasis will remain at 48 credit hours. Changes involve the substitution of a newly created course, EDC 616: Counseling in School Settings to replace EDI 530: Education and Society in order to more effectively address CACREP standards. Also EDC 685: Research and Program Evaluation will replace EDI 685: Statistics and Research Design.

#### **College Counseling Emphasis.**

This emphasis will remain at 48 credit hours. The changes involved are twofold. The first change entails the renaming of EDC 626: Organization and Administration of Higher Education to Counseling in College

Settings to more accurately reflect the nature of this course. Also EDC 685: Research and Program Evaluation will replace EDI 685: Statistics and Research Design

### **Clinical Experience Changes.**

Our practicum course EDC 706: Integration and Application of Counseling Concepts is currently 6 credits. This course will be redesignated as two-3 credit courses: EDC 705: Integration and Application of Counseling Concepts I (3 credits) and EDC 706: Clinical experience for Integration to be taken concurrently. The creation of two courses is done in order to formally acknowledge faculty teaching load regarding supervision. EDC 706 addresses clinical supervision of practicum students.

Our first semester of internship EDC 707/708/709: Implementation I – School Counselor/College Counselor/Community Counselor is currently 6 credits. This course will be redesignated as two-3 credit courses: EDC 707/708/709: Implementation I – School Counselor/College Counselor/Mental Health Counselor (3 Credits) and EDC 710/711/712: Clinical Experience for Implementation I – School Counselor/College Counselor/Mental Health Counselor to be taken concurrently. The creation of two courses is done in order to formally acknowledge faculty teaching load regarding supervision. EDC 710/711/712 addresses the clinical supervision of first semester internship students.

Our second semester of internship, EDC 710/711/712: Implementation II – School Counselor/Community Counselor/ College Counselor is currently 3 credits. This second semester of internship will remain at three credits but will be redesignated as EDC 713/714/715 Implementation II – School Counselor/College Counselor/Mental Health Counselor.

### ***Side by Sides: Proposed Revisions for the MSed in Counseling***

Curriculum revisions are shaded.

Pre/poi – prerequisite/permission of instructor

Table 1: Proposed changes for the Community Counselor Emphasis

<b>Current curriculum: Community Counselor</b>		<b>Revised curriculum: Mental Health Counseling</b>	
<i>Core Courses</i>	<i>Crs.</i>	<i>Core Courses</i>	<i>Crs.</i>
EDC 503: Self in Society – Community Counselor	6	EDC 503: Self in Society – Mental Health Counselor	6
EDC 602: Individual Counseling Concepts	3	EDC 602: Counseling Concepts (pre/poi 503)	3
EDC 603: Group Counseling	3	EDC 603: Group Counseling (pre/poi 503)	3
EDC 604: Career Development Concepts	3	EDC 604: Career Development Concepts	3
EDC 605: Measurements and Evaluation Concepts	3	EDC 685: Measurements and Evaluation Concepts	3
EDC 612: The Human Experience	3	EDC 612: The Human Experience	3
EDC 614: Contemporary Issues	3	EDC 614: Contemporary Issues (pre/poi 503)	3
EDI 685: Statistics & Research Design	3	EDC 605: Research and Program Evaluation (pre/poi for 685)	3
EDC 706: Integration & Application of Counseling Concepts	6	EDC 705: Integration & Application of Counseling Concepts (pre/poi –all coursework except 613, 615)  EDC 706: Clinical Experience for Integration	3  3
<b><i>Environmental Emphasis Courses</i></b>			
EDC 613: Psychopathology	3	EDC 613: Counseling in Mental Health Settings	3
Elective	3	Elective	3
		EDC 615: Diagnosis and Treatment Planning in Counseling (pre/poi 613)	3
EDC 709: Implementation I – Community Counselor	6	EDC 709: Implementation I – Mental Health Counselor (pre/poi 615, 705, 706)  EDC 712: Clinical Experience for Implementation I – Mental Health Counselor	3  3
EDC 711: Implementation II – Community Counselor	3	EDC 715: Implementation II – Mental Health Counselor (pre/poi 709)	3
		EDC 716: Implementation III – Mental Health Counselor (pre/poi 715)	3
		EDC 885: Supervision of Counseling (pre/poi 709)	3
		Elective	3
<b>Total Credits</b>	<b>48</b>	<b>Total Credits</b>	<b>60</b>

Table 2: Proposed Changes for School Counselor Emphasis

<b>Current curriculum: School Counselor</b>		<b>Revised curriculum: School Counseling</b>	
<i>Core Courses</i>	<i>Crs.</i>	<i>Core Courses</i>	<i>Crs.</i>
EDC 501: Self in Society – School Counselor	6	EDC 501: Self in Society – School Counselor	6
EDC 602: Individual Counseling Concepts	3	EDC 602: Counseling Concepts (pre/poi 501)	3
EDC 603: Group Counseling	3	EDC 603: Group Counseling (pre/poi 501)	3
EDC 604: Career Development Concepts	3	EDC 604: Career Development Concepts	3
EDC 605: Measurements and Evaluation Concepts	3	EDC 685: Measurements and Evaluation Concepts	3
EDC 612: The Human Experience	3	EDC 612: The Human Experience	3
EDC 614: Contemporary Issues	3	EDC 614: Contemporary Issues (pre/poi 501)	3
EDI 685: Statistics & Research Design	3	EDC 605: Research and Program Evaluation	3
EDC 706: Integration & Application of Counseling Concepts	6	EDC 705: Integration & Application of Counseling Concepts (pre/poi all coursework except 616)	3
		EDC 706: Clinical Experience for Integration	3
<i>Environmental Emphasis Courses</i>			
EDI 530: Education and Society	3	EDC 616: Counseling in School Settings	3
Elective	3	Elective	3
EDC 707: Implementation I – School Counselor	6	EDC 707: Implementation I – School Counselor (pre/poi 616, 706, 707)	3
		EDC 710: Clinical Experience for Implementation I – School Counselor	3
EDC 710: Implementation II – School Counselor	3	EDC 713: Implementation II – School Counselor (pre/poi 707, 710)	3
<b>Total Credits</b>	<b>48</b>	<b>Total Credits</b>	<b>48</b>

Table 3: Proposed Changes for the College Counselor Emphasis

<b>Current curriculum: College Counselor</b>		<b>Revised curriculum: College Counseling</b>	
<i>Core Courses</i>	<i>Crs.</i>	<i>Core Courses</i>	<i>Crs</i>
EDC 502: Self in Society – College Counselor	6	EDC 502: Self in Society – College Counselor	6
EDC 602: Individual Counseling Concepts	3	EDC 602: Counseling Concepts (pre/poi 502)	3
EDC 603: Group Counseling	3	EDC 603: Group Counseling (pre/poi 502)	3
EDC 604: Career Development Concepts	3	EDC 604: Career Development Concepts	3
EDC 605: Measurements and Evaluation Concepts	3	EDC 685: Measurements and Evaluation Concepts (pre/poi 605)	3
EDC 612: The Human Experience	3	EDC 612: The Human Experience	3
EDC 614: Contemporary Issues	3	EDC 614: Contemporary Issues (pre/poi 502)	3
EDI 685: Statistics & Research Design	3	EDC 605: Research and Program Evaluation	3
EDC 706: Integration & Application of Counseling Concepts	6	EDC 705: Integration & Application of Counseling Concepts (pre/poi all coursework except 626)	3
		EDC 706: Clinical Experience for Integration	3
<i>Environmental Emphasis Courses</i>			
EDC 626: Organization & Administration in Higher Education	3	EDC 626: Counseling in College Settings	3
Elective	3	Elective	3
EDC 708: Implementation I – College Counselor	6	EDC 708: Implementation I – College Counselor (pre/poi 626, 705, 706)	3
		EDC 711: Clinical Experience for Implementation I – College Counselor	3
EDC 712: Implementation II – College Counselor	3	EDC 714: Implementation II – College Counselor (pre/poi 708, 711)	3
<b>Total Credits</b>	<b>48</b>	<b>Total Credits</b>	<b>48</b>

### 1. Overall Summary of Proposed Curriculum Changes

The changes entail the creation of four new courses:

- EDC 685: Research & Program Evaluation (to replace EDI 685: Statistics & Research Design)
- EDC 616: Counseling in School Settings (to replace EDI 530: Education & Society)
- EDC 615: Diagnosis and Treatment Planning in Counseling
- EDC 716: Implementation III



The rest of the changes involve renumbering of courses for more logical sequencing and the division of our current practicum (6 credits) and first semester internship (6 credits) courses into two 3 credit courses for practicum and two 3 credit courses for first semester of internship. The same professor for the first internship teaches students enrolled in all three emphases (students just register for the internship class in their emphasis). The same arrangement occurs for the second semester of internship.

**2. Course Outlines** (see attachments)

**3. Faculty**

No new faculty are identified at this time.

**4. Resources**

Changes in our clinical experience will not require any additional resources since the creation of two-3 credit courses for both practicum and first semester of internship only results in faculty receiving formal acknowledgement of their clinical supervision. However, creating a 60 hour mental health counseling emphasis which requires the creation of 2 new courses and the department offering EDC 685: Research and Program Evaluation and EDC 616: Counseling in School Settings (instead of having our students take these courses outside of the department) will require additional resources. In conversations with our Dean, Dr. Murray, it is clear that we will need to meet these needs via adjuncts. We believe we will need to hire four new adjuncts to cover these changes. The hiring of additional adjuncts will not impact our required student-teacher ratio for our accreditation.

**5. Effective Date of Change in the Program**

The start date of the MSed in Counseling – Mental Health Counselor emphasis is fall 2006. The MSed in Counseling – Community Counselor emphasis will be discontinued by fall 2008 by which time all matriculants will have cleared the program.

## Course Outline

**Name:** EDC 707: Implementation I – School Counselor

**Prerequisites:** EDC 616, 705, 706

**Frequency Offered:** Every fall and spring semester

**Instructor:** Not yet designated

If full time core faculty, the person will have:

- Earned doctoral degree in counselor education, preferably from a CACREP accredited programs, or doctoral degrees in a closely related field
- Relevant preparation and experience in assigned area of teaching
- Identification with the counseling profession through memberships and involvement in appropriate professional organizations (i.e., ACA and its divisions, branches, and affiliate organizations) and appropriate certification (e.g., NCC) and/or licenses (e. g., LPC) pertinent to the profession

If adjunct, the person will have:

- Graduate degree, preferably from a CACREP accredited programs
- Relevant preparation and demonstrated competence in counseling
- Relevant training and supervision experience
- Identification with the counseling profession through memberships and involvement in appropriate professional organizations (i.e., ACA and its divisions, branches, and affiliate organizations) and appropriate certification (e.g., NCC) and/or licenses (e. g., LPC) pertinent to the profession

## Purpose of Course

This course is designed to help you implement all the skills, knowledge and self–awareness you have gained so far in this program in your area of emphasis at an approved school site. The overall goal of this course is to help you solidify your identity as a professional school counselor and your counseling skills, and to learn the other aspects of your position. You will work under the supervision of a site supervisor and a Counselor Education faculty member. Supervision emphasizes the practice and evaluation of your personal counseling style and your implementation of concepts learned regarding the dynamics of individual counseling process, self-evaluation techniques and the dynamics of the group counseling process.

The seminar is largely based upon your needs and desires. I hope that the seminar will be a place where you will feel supported as you learn and grow as a professional counselor. You are responsible for raising topics of interest and/or concern based upon your experiences at your approved site. Above all else, it is my wish that this course will be challenging, fun and supportive of you as you take this next step in the program.

Three Conceptual Framework themes permeate all professional education unit programs. First, candidates are expected to have a **solid base of knowledge and skills in their discipline**, including content knowledge, pedagogical content knowledge, professional and pedagogical knowledge and skills, and reflective and leadership skills. Second, candidates are expected to demonstrate **a set of professional dispositions**. And third, candidates are expected to have **a positive impact on P-12 learners**. Given these expectations, all programs at both the Initial and Advanced levels have a heavy field-based application component in which candidates facilitate the learning of others by applying, in supervised professional settings, a variety of developmentally appropriate research-based strategies for teaching, coaching, counseling, and assessing.

## Course Objectives

- To perform and/or experience the general functions of a professional counselor in an approved school setting **(Knowledge and Skills, Dispositions, Positive Impact on P-12 Learners)**;
- To demonstrate the ability to cope effectively with issues and concerns that arise while functioning as a professional counselor in an approved school setting **(Knowledge and Skills, Dispositions, Positive Impact on P-12 Learners)**;
- To demonstrate the ability to consult effectively with others (such as administrators, teachers, parents, other mental health professionals, community agencies and social services, college administrators, faculty and residential life) while functioning as a professional counselor in an approved setting **(Knowledge and Skills; Positive Impact on P-12 Learners)**;
- To develop an integrated personal approach to counseling which includes knowledge of and sensitivity to diversity **(Knowledge and Skills; Disposition)**
- To apply effectively, to client cases in an approved setting, an integrated personal approach to counseling, including appropriate demonstration of awareness and use of self as a therapeutic tool, a variety of counseling skills, ethical applications, and action oriented programs which utilize career development and, measurement and evaluation concepts **(Knowledge and Skills; Positive Impact on P-12 Learners; Dispositions)**;
- To demonstrate the ability to utilize supervisory feedback by implementing constructive changes based upon such feedback **(Knowledge and Skills; Dispositions)**;
- To assess one's own helping behaviors and to implement constructive changes based upon such assessments **(Dispositions)**, and;
- To demonstrate the ability to initiate, complete, and evaluate an original and significant project **(Knowledge and Skills)**.

## Course Outline

**Name:** EDC 708: Implementation I – College Counselor

**Prerequisites:** EDC 626, 705, 706

**Frequency Offered:** Every fall and spring semester

**Instructor:** Not yet designated

If full time core faculty, the person will have:

- Earned doctoral degree in counselor education, preferably from a CACREP accredited programs, or doctoral degrees in a closely related field
- Relevant preparation and experience in assigned area of teaching
- Identification with the counseling profession through memberships and involvement in appropriate professional organizations (i.e., ACA and its divisions, branches, and affiliate organizations) and appropriate certification (e.g., NCC) and/or licenses (e. g., LPC) pertinent to the profession

If adjunct, the person will have:

- Graduate degree, preferably from a CACREP accredited programs
- Relevant preparation and demonstrated competence in counseling
- Relevant training and supervision experience
- Identification with the counseling profession through memberships and involvement in appropriate professional organizations (i.e., ACA and its divisions, branches, and affiliate organizations) and appropriate certification (e.g., NCC) and/or licenses (e. g., LPC) pertinent to the profession

## Purpose of Course

This course is designed to help you implement all the skills, knowledge and self–awareness you have gained so far in this program in your area of emphasis at an approved college site. The overall goal of this course is to help you solidify your identity as a professional college counselor and your counseling skills, and to learn the other aspects of your position. You will work under the supervision of a site supervisor and a Counselor Education faculty member. Supervision emphasizes the practice and evaluation of your personal counseling style and your implementation of concepts learned regarding the dynamics of individual counseling process, self-evaluation techniques and the dynamics of the group counseling process.

The seminar is largely based upon your needs and desires. I hope that the seminar will be a place where you will feel supported as you learn and grow as a professional counselor. You are responsible for raising topics of interest and/or concern based upon your experiences at your approved site. Above all else, it is my wish that this course will be challenging, fun and supportive of you as you take this next step in the program.

## Course Objectives

- To perform and/or experience the general functions of a professional counselor in an approved college setting;
- To demonstrate the ability to cope effectively with issues and concerns that arise while functioning as a professional counselor in an approved college setting;
- To demonstrate the ability to consult effectively with others (such as college administrators, faculty and staff, parents, other mental health professionals, community agencies and social services,) while functioning as a professional counselor in an approved college setting;

- To develop an integrated personal approach to counseling which includes knowledge of and sensitivity to diversity;
- To apply effectively, to client cases in an approved setting, an integrated personal approach to counseling, including appropriate demonstration of awareness and use of self as a therapeutic tool, a variety of counseling skills, ethical applications, and action oriented programs which utilize career development and, measurement and evaluation concepts;
- To demonstrate the ability to utilize supervisory feedback by implementing constructive changes based upon such feedback;
- To assess one's own helping behaviors and to implement constructive changes based upon such assessments, and;
- To demonstrate the ability to initiate, complete, and evaluate an original and significant project.

## *New Course Outline for EDC616: Counseling in School Settings*

Prerequisites: none

Frequency Offered: Each fall & spring semester.

Instructor is not yet designated. Qualifications will be as follows.

If a full-time core faculty member of the counselor education academic unit, the person will have:

- earned a doctoral degree in counselor education, preferably from a CACREP accredited program, or a closely related field
- relevant preparation and experience for providing and overseeing clinical counseling
- identification with the counseling profession through memberships and involvement in appropriate professional organizations and appropriate certifications and/or licenses pertinent to the profession.

If taught by an adjunct and/or affiliate counselor education faculty member, the person will have:

- a graduate degree, preferably from a CACREP accredited program
- relevant preparation and experience for providing and overseeing clinical counseling
- identification with the counseling profession through memberships and involvement in appropriate professional organizations and appropriate certifications and/or licenses pertinent to the profession.

**Course Description:** Assists counselors in mastering issues and opportunities of counseling in schools. Includes exploration and planning for use of counseling skills in schools. Includes exploration and planning for common counseling related services in schools. Assists counselors in understanding the functions of schools, the roles of other professionals in schools, and the common, as well as significant aberrations, of students' and parents' experiences with schools.

**Objectives:** This course will address as many of the CACREP Standards for School Counseling Programs as possible. It will not be possible to fully address each of those standards in this one course. Therefore, aspects of those standards must continue and increasingly be covered throughout our curriculum of required courses for our Counseling in School Settings Emphasis, within the Masters of Science in Education - Counseling, at SUNY Brockport. Please see the CACREP Standards for School Counseling Programs which are attached.

**Outline of the Course:**

- The course will meet one evening per week throughout regular semesters.
- Students will complete an assignment prompting them to review recent literature related to counseling in school settings.
- Students will essay regarding current issues, counseling impacts, and setting needs relevant to counseling in schools. These essays will be researched by interviewing persons important in the works of counselors in school settings, but who are not themselves counselors in school settings (i.e., administrators, teachers, parents, students, school psychologists, or others).
- Students will design an ideal and practical program/practice for their self as counselor in a school setting similar to that in which they hope to serve.
- Class meetings will include mastering background information and understandings for these projects, discussing progress in these projects and the issues uncovered, discussions of readings, and lectures/discussions designed to ensure that CACREP Standards for School Counseling Programs are being mastered (many cannot be mastered in this course and will not be until completion of internships and readiness for graduation) by our graduate students in the School Setting emphasis.
- Students will successfully complete a test that prompts their work to master understandings of and readiness to respond to issues of counseling in school settings and increase their general knowledge related to counseling in school settings. This test will require students to respond in essay, without specific advanced preparation, to issues of school settings and to demonstrate proficient general knowledge related to counseling in school settings.

#### Methods of Assessing Student Performance:

- Each of the major course assignments and the test (described above) will be letter graded (using grades for A through F, including + or -). The average of the grades for each student will be that student's final grade. Students will also be required to achieve a minimal proficiency score on the test. Class participation, including readings for special topics discussion will also be graded, as an additional course assignment.
- Students will present results of projects in oral and written form. Oral and written forms will be considered equally in determining grades for the specific project.
- Assignments will have due dates distributed throughout the semester in order to evenly distribute the labor time and in order for students to receive feedback early enough to have opportunities to correct potential problems and deficits.
- As in all our M.S. Ed. - Counseling courses, a grade of B or higher will be required for students to successfully complete this course.

#### Materials

- Current and recent literature related to counseling in school settings will be included in research projects, as well as periodically assigned for special topics class discussions.
- Parts of three texts will likely be combined to complement each other -
  - Sink, C. (2005). *Contemporary school counseling. Theory, research, and practice*. Houghton Mifflin.
  - Sciarra, D. T. (2004). *School counseling.- Foundations and contemporary issues*. Thomson Brooks/Cole.
  - Brown, D., & Trusty, J (2005). *Designing and leading comprehensive school counseling programs: Promoting student competence and meeting student needs*. Thomson Brooks/Cole.

**Course Number and Name:**

EDC 605 Research and Program Evaluation

**Department:** Counselor Education

**Credit Hours:** 3 credit hours

**Prerequisites:** Undergraduate or Graduate Course in Statistics

**Frequency of Course Offering:** Every Semester ?????? (not certain how often)

**Faculty Name:** No appointed Faculty

**Faculty Status:** Full or Adjunct faculty position

**Full-Time Instructor Minimum Qualifications:**

1. Doctorate in Counselor Education or closely related field
2. Relevant preparation and experience in course content area
3. Hold professional memberships in ACA and divisions, branches, affiliates

**Adjunct/Affiliate Instructor Minimum Qualifications:**

1. Graduate degree
2. Relevant preparation and experience in course content area
3. Hold professional memberships in ACA and divisions, branches, affiliates
4. Understand the program mission, goals, and curriculum

**Course Description/Content:**

This course provides an understanding of research methods, statistical analyses, needs assessment, program evaluation, and related technological considerations. The importance of, and difficulties in, conducting qualitative and quantitative research are examined. Covers research methods (including qualitative, quantitative, converging measures, single-case, and outcome-based), types of data (inferential and descriptive), and statistical concepts (including distributions, hypothesis testing, correlation, regression, probability, z-tests, t-tests, chi-square, anova, ancova, manova).



# EDC 615 Course Registration Form

1. New Course
3.     A. Discipline: EDC Number 615  
       b. graduate
4. A. Official Course Title: Diagnosis and treatment planning  
       b. course start date: Fall 2007
5. Abbreviated course title: Diagnosis Treatment Pl
6. Variable credit? No  
       b. semester hours credit: 3
7. Type of course: Non liberal arts
8. Prerequisite: EDC 613: Counseling in Mental Health Settings
10.     Offered every fall
11. This course is NOT offered on exclusively satisfactory basis
12. Repeatable for multiple credit? NO
13. Course description:

This course provides advanced skills needed for mental health counselors that will enable them to conduct assessment interviews in order to render accurate diagnoses and mental disorders. Covers knowledge, principles and skills for assessment, diagnosis, treatment planning, caseload management for mental disorders for individuals, couples, families and groups. Course also addresses working with managed care, measuring outcomes, using assessment inventories.

14. Related to degree programs: Requirement

## Objectives:

1. Utilizing concepts of psychopathology leading to diagnoses using the current *Diagnostic and Statistical Manual*
2. To understand and use principles and guidelines of conducting an intake interview, a mental status evaluation, a biopsychosocial history, a mental health history, utilizing psychological assessment instruments to arrive at diagnoses and treatment plans
3. To learn how to formulate appropriate treatment plans
4. To gain an fundamental understanding of basic classifications, indications, and contraindications of commonly prescribed psychopharmacological medications so that appropriate referrals can be made for medication evaluations and identifying effects and side effects of such medications;
5. Empirically supported Interventions for mental disorders
6. Understand and utilize concepts of caseload management
7. Understand and utilize evaluation and outcome research and empirically validated treatments
8. Understand ethical issues related to diagnoses. treatment planning, and working with managed care, emphasizing social and cultural considerations.

Outline of Course:

Understanding concepts of psychopathology

Conducting Assessments:

- Intake interview,
- mental status exam,
- biopsychosocial history,
- mental health history,
- using assessment instruments

Diagnosis mental disorders, taking into account ethical and cultural background

Formulating treatment plans

Case conceptualization

Interventions

- empirically supported interventions for mental disorders
- therapy techniques
- Psychotropic medications

Accountability in mental health:

- working with managed care
- utilizing outcome research to determine effectiveness if interventions

Methods of Assessing Student Performance:

Will include seminar/class discussion, evaluation of ability to read and interpret relevant literature, a midterm examination, written and oral reports, case studies.

Materials used will include appropriate videos, textbooks, journal articles, class discussions, experiential projects

Course will be taught by: Patricia Goodspeed, Ed.D., N.C.C., Assistant Professor, Counselor

## Course Outline

**Name:** EDC 709: Implementation I – Mental Health Counselor

**Prerequisites:** EDC 615, 705, 706

**Frequency Offered:** Every fall and spring semester

**Instructor:** Not yet designated

If full time core faculty, the person will have:

- Earned doctoral degree in counselor education, preferably from a CACREP accredited programs, or doctoral degrees in a closely related field
- Relevant preparation and experience in assigned area of teaching
- Identification with the counseling profession through memberships and involvement in appropriate professional organizations (i.e., ACA and its divisions, branches, and affiliate organizations) and appropriate certification (e.g., NCC) and/or licenses (e. g., LPC) pertinent to the profession

If adjunct, the person will have:

- Graduate degree, preferably from a CACREP accredited programs
- Relevant preparation and demonstrated competence in counseling
- Relevant training and supervision experience
- Identification with the counseling profession through memberships and involvement in appropriate professional organizations (i.e., ACA and its divisions, branches, and affiliate organizations) and appropriate certification (e.g., NCC) and/or licenses (e. g., LPC) pertinent to the profession

## Purpose of Course

This course is designed to help you implement all the skills, knowledge and self–awareness you have gained so far in this program in your area of emphasis at an approved mental health site. The overall goal of this course is to help you solidify your identity as a professional mental health counselor and your counseling skills, and to learn the other aspects of your position. You will work under the supervision of a site supervisor and a Counselor Education faculty member. Supervision emphasizes the practice and evaluation of your personal counseling style and your implementation of concepts learned regarding the dynamics of individual counseling process, self-evaluation techniques and the dynamics of the group counseling process.

The seminar is largely based upon your needs and desires. I hope that the seminar will be a place where you will feel supported as you learn and grow as a professional counselor. You are responsible for raising topics of interest and/or concern based upon your experiences at your approved site. Above all else, it is my wish that this course will be challenging, fun and supportive of you as you take this next step in the program.

## Course Objectives

- To perform and/or experience the general functions of a professional counselor in an approved mental health setting;
- To demonstrate the ability to cope effectively with issues and concerns that arise while functioning as a professional counselor in an approved mental health setting;
- To demonstrate the ability to consult effectively with others (such other mental health professionals, community agencies and social services,) while functioning as a professional counselor in an approved mental health setting;
- To develop an integrated personal approach to counseling which includes knowledge of and

- sensitivity to diversity;
- To apply effectively, to client cases in an approved setting, an integrated personal approach to counseling, including appropriate demonstration of awareness and use of self as a therapeutic tool, a variety of counseling skills, ethical applications, and action oriented programs which utilize career development and, measurement and evaluation concepts;
  - To demonstrate the ability to diagnose ethically
  - To demonstrate the ability to develop treatment plans
  - To demonstrate the ability to case conceptualize
  - To demonstrate the ability to utilize supervisory feedback by implementing constructive changes based upon such feedback;
  - To assess one's own helping behaviors and to implement constructive changes based upon such assessments, and;
  - To demonstrate the ability to initiate, complete, and evaluate an original and significant project.

# **EDC 713: Implementation II School Counselor**

State University of New York College at Brockport  
Department of Counselor Education

## **Instructor:**

To be determined. It is not determined if this course will be taught by a core faculty member or an adjunct instructor. The Council for Accreditation of Counseling and Related Educational Programs (CACREP) requires that core faculty have earned doctorates in counselor education or closely related field. These faculty must:

- ⊕ Hold earned doctorate degrees in counselor education or doctoral degrees in a closely related field
- ⊕ Have relevant preparation and experience in the assigned area of teaching
- ⊕ Identify with the counseling profession through memberships in appropriate professional organizations, certifications, and or licenses

If the instructor teaching this course is an adjunct instructor, CACREP requires that the faculty member:

- ⊕ Hold a graduate degree
- ⊕ Have relevant preparation and experience in the assigned area of teaching
- ⊕ Identify with the counseling profession through memberships in appropriate professional organizations, certifications, and or licenses
- ⊕ Understand the mission, goals, and curriculum of the program

## **Prerequisites:**

EDC 707: Implementation I – School Counselor and EDC 709: Clinical Experience for Implementation I – School Counselor

## **Frequency of Offering:**

This course will be offered Fall and Spring semesters each academic year.

## **Course Description:**

Constitutes the second of the supervised internships required for the school counselor emphasis and is a continuation of EDC 707. Requires expansion of skills and knowledge related to school counseling. Also requires 20 hours per week in the same internship placement served for EDC 707. Students will apply proficiency with case conceptualization and presentation. Focuses on enhancement of individual, group, family, and couples counseling skills, role and function of the school counselor. *3 Cr. Every Semester*

## **Course:**

Implementation II will be a seminar course that will address the development of student school counseling skills as they experience them on-site during their internship experience. This requires that students receive a minimum of 120 hours of direct service hours for a total of 300 clock hours of internship. In addition, the student must meet for one hour each week with the site supervisor for clinical on-site supervision.

## **Course Objectives:**

- ⊕ To continue to perform, at an expanded level, the general functions of a school counselor.
- ⊕ To continue to demonstrate, at an expanded level, the ability to cope effectively and responsibly with issues and concerns facing school counselors.
- ⊕ To expand upon the consultative, case conceptualization and presentation skills and techniques that are commensurate with the role and function of a school counselor.
- ⊕ To demonstrate the ability to effectively analyze and deal with institutional influences which may affect the

activities of a school counselor.

- ◆ To continue to demonstrate the ability to effectively apply an approach to school counseling. Such an approach includes problem-solving techniques, behavioral strategies, action-oriented programs, knowledge of developmental processes and measurement and evaluation.
- ◆ To continue to demonstrate the ability to work with diverse client populations, work with individuals, groups, and families.
- ◆ To continue to demonstrate the ability to assess one's own helping behavior and to implement constructive changes based upon such assessments.

# **EDC 714: Implementation II College Counselor**

State University of New York College at Brockport  
Department of Counselor Education

## **Instructor:**

To be determined. It is not determined if this course will be taught by a core faculty member or an adjunct instructor. The Council for Accreditation of Counseling and Related Educational Programs (CACREP) requires that core faculty have earned doctorates in counselor education or closely related field. These faculty must:

- ⊕ Hold earned doctorate degrees in counselor education or doctoral degrees in a closely related field
- ⊕ Have relevant preparation and experience in the assigned area of teaching
- ⊕ Identify with the counseling profession through memberships in appropriate professional organizations, certifications, and or licenses

If the instructor teaching this course is an adjunct instructor, CACREP requires that the faculty member:

- ⊕ Hold a graduate degree
- ⊕ Have relevant preparation and experience in the assigned area of teaching
- ⊕ Identify with the counseling profession through memberships in appropriate professional organizations, certifications, and or licenses
- ⊕ Understand the mission, goals, and curriculum of the program

## **Prerequisites:**

EDC 708: Implementation I – College Counselor and EDC 711: Clinical Experience for Implementation I – College Counselor

## **Frequency of Offering:**

This course will be offered Fall and Spring semesters each academic year.

## **Course Description:**

Constitutes the second of the supervised internships required for the college counselor emphasis and is a continuation of EDC 708. Requires expansion of skills and knowledge related to college counseling. Also requires 20 hours per week in the same internship placement served for EDC 708. Students will apply proficiency with case conceptualization and presentation. Focuses on enhancement of individual, group, family, and couples counseling skills, role and function of the college counselor. *3 Cr. Every Semester*

## **Course:**

Implementation II will be a seminar course that will address the development of student college counseling skills as they experience them on-site during their internship experience. This requires that students receive a minimum of 120 hours of direct service hours for a total of 300 clock hours of internship. In addition, the student must meet for one hour each week with the site supervisor for clinical on-site supervision.

## **Course Objectives:**

- ⊕ To continue to perform, at an expanded level, the general functions of a college counselor.
- ⊕ To continue to demonstrate, at an expanded level, the ability to cope effectively and responsibly with issues and concerns facing college counselors.
- ⊕ To expand upon the consultative, case conceptualization and presentation skills and techniques that are commensurate with the role and function of a college counselor.
- ⊕ To demonstrate the ability to effectively analyze and deal with institutional influences which may affect the

activities of a college counselor.

- ◆ To continue to demonstrate the ability to effectively apply an approach to college counseling. Such an approach includes problem-solving techniques, behavioral strategies, action-oriented programs, knowledge of developmental processes and measurement and evaluation.
- ◆ To continue to demonstrate the ability to work with diverse client populations, work with individuals, groups, and families.
- ◆ To continue to demonstrate the ability to assess one's own helping behavior and to implement constructive changes based upon such assessments.



# **EDC 715: Implementation II Mental Health Counselor**

State University of New York College at Brockport  
Department of Counselor Education

## **Instructor:**

To be determined. It is not determined if this course will be taught by a core faculty member or an adjunct instructor. The Council for Accreditation of Counseling and Related Educational Programs (CACREP) requires that core faculty have earned doctorates in counselor education or closely related field. These faculty must:

- ⊕ Hold earned doctorate degrees in counselor education or doctoral degrees in a closely related field
- ⊕ Have relevant preparation and experience in the assigned area of teaching
- ⊕ Identify with the counseling profession through memberships in appropriate professional organizations, certifications, and or licenses

If the instructor teaching this course is an adjunct instructor, CACREP requires that the faculty member:

- ⊕ Hold a graduate degree
- ⊕ Have relevant preparation and experience in the assigned area of teaching
- ⊕ Identify with the counseling profession through memberships in appropriate professional organizations, certifications, and or licenses
- ⊕ Understand the mission, goals, and curriculum of the program

## **Prerequisites:**

EDC 709: Implementation I – Mental health Counselor and EDC 712: Clinical Experience for Implementation I – Mental health Counselor

## **Frequency of Offering:**

This course will be offered Fall and Spring semesters each academic year.

## **Course Description:**

Constitutes the second of the supervised internships required for the mental health counselor emphasis and is a continuation of EDC 709. Requires expansion of skills and knowledge related to mental health counseling. Also requires 20 hours per week in the same internship placement served for EDC 709. Students will apply proficiency with case conceptualization and presentation. Focuses on enhancement of individual, group, family, and couples counseling skills, role and function of the mental health counselor. *3 Cr. Every Semester*

## **Course:**

Implementation II will be a seminar course that will address the development of student mental health counseling skills as they experience them on-site during their internship experience. This requires that students receive a minimum of 120 hours of direct service hours for a total of 300 clock hours of internship. In addition, the student must meet for one hour each week with the site supervisor for clinical on-site supervision.

## **Course Objectives:**

- ◆ To continue to perform, at an expanded level, the general functions of a mental health counselor.
- ◆ To continue to demonstrate, at an expanded level, the ability to cope effectively and responsibly with issues and concerns facing mental health counselors.
- ◆ To expand upon the consultative, case conceptualization and presentation skills and techniques that are commensurate with the role and function of a mental health counselor.
- ◆ To demonstrate the ability to effectively analyze and deal with institutional influences which may affect the activities of a mental health counselor.

- ◆ To continue to demonstrate the ability to effectively apply an approach to mental health counseling. Such an approach includes diagnosis and treatment planning, problem-solving techniques, behavioral strategies, action-oriented programs, knowledge of developmental processes and measurement and evaluation.
- ◆ To continue to demonstrate the ability to work with diverse client populations, work with individuals, groups, and couples and families.
- ◆ To continue to demonstrate the ability to assess one's own helping behavior and to implement constructive changes based upon such assessments.

# **EDC 716: Implementation III: Mental Health Counselor**

State University of New York College at Brockport  
Department of Counselor Education

## **Instructor:**

To be determined. It is not determined if this course will be taught by a core faculty member or an adjunct instructor. The Council for Accreditation of Counseling and Related Educational Programs (CACREP) requires that core faculty have earned doctorates in counselor education or closely related field. These faculty must:

- ⊕ Hold earned doctorate degrees in counselor education or doctoral degrees in a closely related field
- ⊕ Have relevant preparation and experience in the assigned area of teaching
- ⊕ Identify with the counseling profession through memberships in appropriate professional organizations, certifications, and or licenses

If the instructor teaching this course is an adjunct instructor, CACREP requires that the faculty member:

- ⊕ Hold a graduate degree
- ⊕ Have relevant preparation and experience in the assigned area of teaching
- ⊕ Identify with the counseling profession through memberships in appropriate professional organizations, certifications, and or licenses
- ⊕ Understand the mission, goals, and curriculum of the program

## **Prerequisites:**

EDC 711: Implementation II: Mental Health Counselor.

## **Frequency of Offering:**

This course will be offered Fall and Spring semesters each academic year.

## **Course Description:**

Constitutes the third of the supervised internships required for the mental health counselor emphasis and is a continuation of EDC 711. Requires expansion of skills and knowledge related to mental health counseling. Also requires 20 hours per week in the same internship placement served for EDC 711. Students will apply diagnostic and treatment planning skills, as well as proficiency with case conceptualization and presentation. Focuses on enhancement of individual, group, family, and couples counseling skills, role and function of the mental health counselor. *3 Cr. Every Semester*

## **Course:**

Implementation III will be a seminar course that will address the development of student mental health counseling skills as they experience them on-site during their internship experience. This requires that students receive a minimum of 120 hours of direct service hours for a total of 300 clock hours of internship. In addition, the student must meet for one hour each week with the site supervisor for clinical on-site supervision.

## **Course Objectives:**

- ⊕ To continue to perform, at an expanded level, the general functions of a mental health counselor.
- ⊕ To continue to demonstrate, at an expanded level, the ability to cope effectively and responsibly with issues and concerns facing mental health counselors.
- ⊕ To expand upon the consultative, case conceptualization and presentation skills and techniques that are commensurate with the role and function of a mental health counselor.
- ⊕ To demonstrate the ability to effectively analyze and deal with institutional influences which may affect the activities of a mental health counselor.

- ◆ To continue to demonstrate the ability to effectively apply an approach to mental health counseling. Such an approach includes diagnosis and treatment planning, problem-solving techniques, behavioral strategies, action-oriented programs, knowledge of developmental processes and measurement and evaluation.
- ◆ To continue to demonstrate the ability to work with diverse client populations, work with individuals, groups, families, and couples.
- ◆ To continue to demonstrate the ability to assess one's own helping behavior and to implement constructive changes based upon such assessments.

# **EDC 713: Implementation II School Counselor**

State University of New York College at Brockport  
Department of Counselor Education

## **Instructor:**

To be determined. It is not determined if this course will be taught by a core faculty member or an adjunct instructor. The Council for Accreditation of Counseling and Related Educational Programs (CACREP) requires that core faculty have earned doctorates in counselor education or closely related field. These faculty must:

- ⊕ Hold earned doctorate degrees in counselor education or doctoral degrees in a closely related field
- ⊕ Have relevant preparation and experience in the assigned area of teaching
- ⊕ Identify with the counseling profession through memberships in appropriate professional organizations, certifications, and or licenses

If the instructor teaching this course is an adjunct instructor, CACREP requires that the faculty member:

- ⊕ Hold a graduate degree
- ⊕ Have relevant preparation and experience in the assigned area of teaching
- ⊕ Identify with the counseling profession through memberships in appropriate professional organizations, certifications, and or licenses
- ⊕ Understand the mission, goals, and curriculum of the program

## **Prerequisites:**

EDC 707: Implementation I – School Counselor and EDC 709: Clinical Experience for Implementation I – School Counselor

## **Frequency of Offering:**

This course will be offered Fall and Spring semesters each academic year.

## **Course Description:**

Constitutes the second of the supervised internships required for the school counselor emphasis and is a continuation of EDC 707. Requires expansion of skills and knowledge related to school counseling. Also requires 20 hours per week in the same internship placement served for EDC 707. Students will apply proficiency with case conceptualization and presentation. Focuses on enhancement of individual, group, family, and couples counseling skills, role and function of the school counselor. *3 Cr. Every Semester*

## **Course:**

Implementation II will be a seminar course that will address the development of student school counseling skills as they experience them on-site during their internship experience. This requires that students receive a minimum of 120 hours of direct service hours for a total of 300 clock hours of internship. In addition, the student must meet for one hour each week with the site supervisor for clinical on-site supervision.

## **Course Objectives:**

- ⊕ To continue to perform, at an expanded level, the general functions of a school counselor.
- ⊕ To continue to demonstrate, at an expanded level, the ability to cope effectively and responsibly with issues and concerns facing school counselors.
- ⊕ To expand upon the consultative, case conceptualization and presentation skills and techniques that are commensurate with the role and function of a school counselor.
- ⊕ To demonstrate the ability to effectively analyze and deal with institutional influences which may affect the

activities of a school counselor.

- ◆ To continue to demonstrate the ability to effectively apply an approach to school counseling. Such an approach includes problem-solving techniques, behavioral strategies, action-oriented programs, knowledge of developmental processes and measurement and evaluation.
- ◆ To continue to demonstrate the ability to work with diverse client populations, work with individuals, groups, and families.
- ◆ To continue to demonstrate the ability to assess one's own helping behavior and to implement constructive changes based upon such assessments.



## **SUNY BROCKPORT**

**Dean for Information Resources**

**To:** Muhyi Shakoor, Ph.D., Chair, Department of Counselor Education  
**From:** Frank M. Wojcik, Dean for Information Resources and Director of Library Services  
**Date:** November 9, 2005  
**Re:** Library Support for Mental Health Counselor Program

Drake Memorial Library currently has adequate resources in place to support the MSED in Mental Health Counseling. We expect that as the program evolves its teaching faculty will discuss any changes in their information resources needs with the staff of Drake Memorial Library. The Library staff is committed to working with the faculty to continue providing appropriate information resources in support of the program.



**SUNY BROCKPORT**  
Department of Counselor Education

November 8, 2005

Dr. Mark R. Noll, President  
Faculty Senate Office  
426 Allen Administration  
350 New Campus Drive  
SUNY College at Brockport

Dear Dr. Noll:

Enclosed is a proposal for revisions to the curriculum for the MSED degree in Counseling, which adjusts our current Community Counselor emphasis so as to prepare students for New York State Licensure as Mental Health Counselors.

The proposed MSED in Mental Health Counseling will provide a 60 credit-hour degree program, that will enable students to meet new State Education Department requirements. This will also prepare them to be licensed by the State of New York. Counselor licensure took place on January 1, 2005 with a one year grandfathering period. In order for our students to remain competitive in the market place, it is essential that the Department of Counselor Education be prepared to meet the licensure requirements. We are also making minor revisions in our School and College Counselor emphases. In School Counseling we are substituting our own departmentally developed course EDC: 616 Counseling in School Settings to replace EDC 530: Education and Society. Also EDC 695: Research and Program Evaluation will replace EDI 685: Statistic and Research Design. In the College Counseling emphasis changes involve renaming EDC 626: Organization and Administration of Higher Education to Counseling in College Settings which more accurately reflects the nature of the course. Also EDC 605: Research and Program Evaluation will replace EDI: Statistics and Research Design. Remaining changes involve renumbering courses for a more logical sequence. Our department has enjoyed an excellent reputation for counselor preparation and we are highly regarded by the counseling profession as well. We would like to continue to provide cutting edge professional counselor preparation. Providing assistance to our students that will enable them to sit for the counselor licensure exam is critically important. Licensure is also essential to the employment of our graduates. If we do not take this step, we will be doing our students and our graduates a disservice. Our reputation for excellence in counselor preparation will be lost.

We are acutely aware that our proposal is coming in a time of budgetary constraints and limited financial resources. We have structured the program with austerity in mind so that very little is needed in terms of additional resources. However, we believe that it is the opportune time to offer this program in view of the new professional demands in our field. We ask for your support in this matter.

Sincerely,

Muhyi Shakoor, Ph.D.  
Professor and Chair





## School of Professions

November 17, 2005

TO: Mark Noll, President,  
College Senate

FR: Christine E. Murray, Dean  
School of Professions

RE: Counselor Education Program Revision

I am very pleased to support the program revision as outlined in the Counselor Education Proposal. The department has worked hard to address changes necessary for the Mental Health Counseling program (formerly Community Counseling) to meet the new Mental Health Counseling licensure requirements. The proposed revisions in the school counseling and college counseling tracks are needed to address areas of improvement identified by the Council for Accreditation for Counseling and Related Educational Programs (CACREP).

As indicated in the proposal, these revisions will be supported by additional adjunct resources.

xc Dr. Muhyi Shakoor, Chair, Counselor Education