



Supersedes Resolution:

TO: Dr. Heidi Macpherson, President
FROM: Dr. Skye Paine, Brockport University Senate President
RE:

Category: Recommendation Notification of Senate Action Other

Signed: _____
(Dr. Skye Paine, 2024-2025 Brockport University Senate President)

Implementation requires approval from: _____ None

Signed: _____
(Dr. Eileen Daniel, Sr. Vice Provost, SUNY Brockport)

VP Acknowledgment: _____

SUNY Brockport President's Decision and Action Taken on Recommendation:

- Accepted
- Deferred for discussion with the Brockport University Senate
- Unacceptable for the reasons contained in the attached explanation

Implementation Effective Date: _____

Signed: _____
(Dr. Heidi R. Macpherson, President, SUNY Brockport)

DISTRIBUTION:

The Brockport University Senate President will forward the signed resolution to the Senior Vice Provost for determination as to whether the implementation of the resolution requires final approval from SUNY and/or the State Education Dept. The Senior Vice Provost will then sign and forward the resolution with that designation to the President. Upon approval, the President will forward the resolution to an Administrative Assistant who will distribute the final resolution to the Senate Office. The Senate Office will distribute the signed resolution to the proposer, the Registrar's Office (if applicable) and the library for upload to the SUNY Digital Repository.



University Senate SUNY BROCKPORT

PROPOSAL COVER PAGE

Proposals must be received by January 31 for consideration by Senate during the academic year. Please submit the pieces of your proposal as separate Word documents using the our [Senate Proposal Submission Form](#).

Routing Number <i>Routing # assigned by Senate Office</i>	67_24-25UC
This Proposal Replaces Resolution	
Revision Date(s)	
Anticipated Effective Date:	

Instructions

Please look at the required proposal elements available on the [Senate webpage](#). If you have any questions, please reach out to [the appropriate committee chair](#) who can help you prepare your proposal. Please remember that after Senate votes on your proposal, it goes as a recommendation to the President who must sign it before it can be implemented. As such it is unlikely any proposal can be implemented before the start of the next academic year.

Title

Course Change in MA in Psychology Program

Summary

The proposed change is to remove three clinical courses from the required curriculum (PSH702, PSH703, and PSH704) and replace them with one new course (PSH708) and two electives.

Proposer Information

Sara J Margolin, Department of Psychology, Philosophy, and Neuroscience, (585)395-2908, smargoli@brockport.edu

See the [Senate Proposal Tracking Document](#) for current status of submitted proposals.

Notes (Senate Office use only):

College Senate Curriculum Proposal Template

Please check:

Undergraduate Graduate Combined Degree Program Accelerated Pathway

Sponsoring department:

Department of Psychology, Philosophy, and Neuroscience

Program:

MA in Psychology Program

New or Revised Program (Please check):

New program Revised or restructured program

Proposal title (Same as on the cover page):

Course Change in MA in Psychology Program

Proposal summary (Same as on the cover page):

The proposed change is to remove three clinical courses from required curriculum (PSH702, PSH703, and PSH704) and replace them with one new course (PSH708) and two electives.

Rationale:

Please explain the reasons for these proposed changes. If applicable, consider how the proposed changes address:

- The University's Strategic Plan
- The Strategic Plan for Equity, Diversity, and Inclusion
- Institutional Student Learning Outcomes
- Student recruitment and demand
- Student retention and success (including time to degree)
- Regional and state workforce needs
- PPR, assessment, and/or accreditation
- (For online programs) any benefits and concerns particular to online delivery

The proposed change will be helpful for allowing students more flexibility in their course selection, making the program more applicable for their post-master's plans, and will allow for faculty to be freed up to meet other departmental needs.

There will not be less rigor in the program by way of losing these two courses, as the electives to replace them should be at the 600- or 700- level. The rigor remains, but students will be able to

customize their course selection to make their graduate experience (and therefore their marketability to the workforce or doctoral programs) more unique.

Proposed program:

For program revisions, please provide a side-by-side tabular comparison of the current and proposed programs, indicating the key changes. For new programs, please provide a complete tabular description.

(See attached)

All proposals must identify all prerequisites and include the total credit-hours for each course, each part of the program, and the overall program itself. Also please note when any courses in the program includes a minimum passing grade that is different from the college-wide policy. Optionally, you may include a curriculum map and/or sample four-year plan to demonstrate the coherence and feasibility of the program.

For online programs, please specify the percent of the program that could be completed online (75%, 100%, etc.) and whether it is a transfer-only online degree completion program.

Admission requirements & Exit requirements (If not applicable, please write NA):

No change

Program requirements (If not applicable, please write NA):

No change

Impact on transfer students:

Is the program part of a seamless transfer arrangement? (Please check):

Yes No

For both seamless-transfer and non-seamless-transfer programs, please describe how the proposed changes might impact the recruitment and degree-completion of transfer students and steps to be taken to prevent negative outcomes.

Course additions and/or revision(s):

If the proposal entails new or substantially revised courses, please summarize those changes here and append a Course Description Form for any new or substantially revised course. Note that Course Description Forms are for Senate deliberation. Approved proposals may subsequently require Course Registration Forms through the Office of Registration and Records.

The courses previously known as PSH702 (applied behavior analysis), PSH703 (cognitive behavioral therapy), and PSH704 (assessment) will be removed from requirements for the program. Instead, students will take PSH708 (applied psychology) and choose two electives at the 500- or higher level. Changes are highlighted in the tabular attachment and a course registration form for applied psychology is also attached.

Resource implications and estimated costs (such as personnel, supplies, labs, or technology):

No new resources are needed.

Stakeholder consultation:

Please list the departments, programs, or offices that are likely to be impacted by the proposed changes and any relevant review committees. Please note with whom you consulted in preparing the proposal, from whom letters of commentary were solicited, the outcomes of those consultations and letter-requests, and your responses to those findings:

Other supporting information (if applicable):

Attachments:

College Senate Course Description Form(s) (for any new or substantially revised courses)

Letters of Support from Chair(s) and Dean

~~**Letters of Commentary from Departments, Programs, Offices, and Committees (as applicable)**~~

Course Description Form

Course Name and Proposed Number Level (100, 200, 300, 400)

Applied Psychology 700-level

Semester in which the course will be offered (Fall, Spring, every semester, only Summer, only Winter)

Fall semesters

Course Description

This course will examine models of change and how they are embodied by different therapeutic techniques and approaches. Approaches will include those employed by cognitive behavioral therapy, mindfulness and meditation practices, and applied behavioral analysis. Students will learn ethically appropriate skills in assessment, interviewing, and report writing, as well as how these can be influenced by culture.

Required Materials:

Current primary source literature as determined by the instructor- subject to change by semester but should include primary research articles supporting the below student learning outcomes.

Recommended Materials:

Student Learning Outcomes:

- Formulate recommendations for treatment plans for adult clients
- Identify principles and elements of best practice for psychological treatment, including differentiation effective therapies from ineffective methods
- Understand diverse therapeutic approaches and how they can support behavioral change
- Use culturally sensitive and valid assessment/consultation strategies
- Articulate ethical principles for psychologists
- Make empirically supportable inferences based upon research and statistical knowledge

Outline and Sequence of Course Content:

The course will be divided into four large units: psychological assessment, learning and behavioral interventions, cognitive behavioral therapy, and mindfulness and meditation. Each unit will address how these techniques would be applied in a therapeutic setting.

Learning Experiences/Assignments:

Methods for Assessment:

Student projects, papers, and presentations

Other Notable Requirements if applicable: (e.g., a certain grade is needed to pass the class)

Current Program

	Combined Degree/ Accelerated Pathway	Clinical Track (applied)	Clinical Track (with research emphasis)	General Track (with research emphasis)	MA in Psychology with Emphasis in Child Life Studies
Year 1 Fall Semester	Research Methods (PSH601) Independent Reading (PSH698) Undergraduate electives (x 3)	Psychopathology (PSH634) Biopsychology (PSH640) Research Methods (PSH601) Elective	Psychopathology (PSH634) Biopsychology (PSH640) Research Methods (PSH601) Independent Reading (PSH698)	Psychopathology (PSH634) Biopsychology (PSH640) Research Methods (PSH601) Independent Reading (PSH698)	Child Life Course (PSH506) Family Systems Course (SWK649) Research Methods (PSH601) Psychological Disorders of Childhood (PSH586) Field Placement in Child Life (simultaneous)
Year 1 Winter Session					End of Life Care for the Healthcare Professional (PRO602)
Year 1 Spring Semester	Applied Multivariate Statistics (PSH602) Independent Study (PSH699) Undergraduate electives (x 3)	Applied Multivariate Statistics (PSH602) Social Psychology (PSH631) Developmental Psychology (PSH684) Elective	Applied Multivariate Statistics (PSH602) Social Psychology (PSH631) Developmental Psychology (PSH684) Independent Study (PSH699)	Applied Multivariate Statistics (PSH602) Social Psychology (PSH631) Developmental Psychology (PSH684) Independent Study (PSH699)	Advanced Multivariate Statistics (PSH602) Developmental Psychology (PSH684) Social Psychology (PSH631) Elective (3 credits) Field Placement in Child Life (simultaneous)
Year 1 Summer					Play Therapy (EDC695) Practicum in Child Life (optional but recommended)
Year 2 Fall Semester	Psychopathology (PSH634) Biopsychology (PSH640) Thesis (PSH798) Elective	Applied Behavioral Analysis (PSH702) Cognitive Behavioral Therapy (PSH703) Assessment (PSH704) Elective	Applied Behavioral Analysis (PSH702) Cognitive Behavioral Therapy (PSH703) Assessment (PSH704) Thesis (PSH798)	Elective x 2 (optional) Thesis (PSH798)	Cognitive Development (PSH546) Applied Behavior Analysis (PSH702) Cognitive Behavioral Therapy (PSH703) Capstone/Culminating Project (PSH690 1 credit)
Year 2 Spring Semester	Social Psychology (PSH631) Developmental Psychology (PSH684) Thesis (PSH798) Elective	Pre-Practicum/ Practicum	Thesis (PSH798) Independent Study (optional) Elective (optional)	Elective x 2 (optional) Thesis (PSH798)	
					***Following the last semester in the program, students should complete a 600 hour internship, if seeking certification. This internship is required for certification with the ACLP.
		46 credits	39-45 credits	30-44 credits	40 credits

Proposed Program

	Combined Degree/ Accelerated Pathway	Clinical Track (applied)	Clinical Track (with research emphasis)	General Track (with research emphasis)	MA in Psychology with Emphasis in Child Life Studies
Year 1 Fall Semester	Research Methods (PSH601) Independent Reading (PSH698) Undergraduate electives (x 3)	Psychopathology (PSH634) Biopsychology (PSH640) Research Methods (PSH601) Elective	Psychopathology (PSH634) Biopsychology (PSH640) Research Methods (PSH601) Independent Reading (PSH698)	Psychopathology (PSH634) Biopsychology (PSH640) Research Methods (PSH601) Independent Reading (PSH698)	Child Life Course (PSH506) Family Systems Course (SWK649) Research Methods (PSH601) Psychological Disorders of Childhood (PSH586) Field Placement in Child Life (simultaneous)
Year 1 Winter Session					End of Life Care for the Healthcare Professional (PRO602)
Year 1 Spring Semester	Applied Multivariate Statistics (PSH602) Independent Study (PSH699) Undergraduate electives (x 3)	Applied Multivariate Statistics (PSH602) Social Psychology (PSH631) Developmental Psychology (PSH684) Elective	Applied Multivariate Statistics (PSH602) Social Psychology (PSH631) Developmental Psychology (PSH684) Independent Study (PSH699)	Applied Multivariate Statistics (PSH602) Social Psychology (PSH631) Developmental Psychology (PSH684) Independent Study (PSH699)	Advanced Multivariate Statistics (PSH602) Developmental Psychology (PSH684) Social Psychology (PSH631) Elective (3 credits) Field Placement in Child Life (simultaneous)
Year 1 Summer					Play Therapy (EDC695) Practicum in Child Life (optional but recommended)
Year 2 Fall Semester	Psychopathology (PSH634) Biopsychology (PSH640) Thesis (PSH798) Elective	Applied Psychology (PSH708) Elective (600-level or above) x 3	Applied Psychology (PSH708) Elective (600-level or above) x 2 Thesis (PSH798)	Elective x 2 (optional) Thesis (PSH798)	Cognitive Development (PSH546) Applied Psychology (PSH708) Elective Capstone/Culminating Project (PSH690 1 credit)
Year 2 Spring Semester	Social Psychology (PSH631) Developmental Psychology (PSH684) Thesis (PSH798) Elective	Pre-Practicum/ Practicum	Thesis (PSH798) Independent Study (optional) Elective (optional)	Elective x 2 (optional) Thesis (PSH798)	
					***Following the last semester in the program, students should complete a 600 hour internship, if seeking certification. This internship is required for certification with the ACLP.
		46 credits	39-45 credits	30-44 credits	40 credits



**SUNY
BROCKPORT**

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February 7, 2025

University Senate
SUNY Brockport
Brockport, NY 14420

Dear University Senate:

I have reviewed and support the proposal to revise the Psychology MA program. Specifically, the proposal seeks to remove three clinical courses from the required curriculum (PSH 702: Applied Behavior Analysis, PSH 703: Cognitive Behavioral Therapy, and PSH 704 Assessment) and replace these with one new course (PSH 708: Applied Psychology) and two electives at the 500-level or higher. This change offers students more flexibility in course selection, making the program more applicable for their post-master's plans, and freeing faculty for other departmental needs. These changes maintain the total number of credits required (30 to 46, depending on track) and require no new resources to implement.

Sincerely,

Dr. Monica Brasted
Interim Dean, School of the Arts and Sciences



Department of
**Psychology, Philosophy,
and Neuroscience**

SUNY BROCKPORT

February 6, 2024

University Senate:

I write in support of the proposed course changes to the MA in Psychology program. The proposed changes will better support our students and will help the department to more efficiently allocate the department's teaching resources.

Sincerely,

A handwritten signature in cursive script that reads 'Amanda Lipko-Speed'.

Dr. Amanda R. Lipko-Speed

Chair, PPN Department