



350 New Campus Drive
 Brockport, New York 14420
 585-395-2586 * 585-395-2246 (fax)
 senate@brockport.edu
 brockport.edu/collegesenate

Resolution # 03 2010-2011
 College Senate

Supersedes Resolution #: #35 2009-2010

TO: Dr. John R. Halstead, College President

FROM: The College Senate: *September 27, 2010*

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

COLLEGE SENATE
 THE COLLEGE AT BROCKPORT

OCT 6 2010

SUNY - 350 NEW CAMPUS DRIVE
 BROCKPORT, NY 14420-2925

SUBJ: **Psychology Graduate Program Re-Design** (*routing #54_09-10GC*)

Signed: *Jose R. Torre* Date: 10 / 01 / 10
(Jose R. Torre, 2010-11, College Senate President)

Please fill out the bottom portion and follow the distribution instructions at the end of this page.

TO: Jose R. Torre, College Senate President

FROM: John R. Halstead, College President

- RE: I. Decision and Action Taken on Formal Resolution (circle choice)
 a. Accepted - Implementation Effective Date: _____
 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 10 / 6 / 10
 b. Comment:

Signed: *John R. Halstead* Date: 10/6/10
(Dr. John R. Halstead, President, The College at Brockport)

DISTRIBUTION

Upon approval, the College President will forward copies of resolutions to his staff who will, in turn, forward copies to their staff. The College Senate Office will post resolutions to the College Senate Web at <http://www.brockport.edu/collegesenate/resolutions>.

**COLLEGE SENATE OFFICE
RESOLUTION PROPOSAL COVER PAGE
DEADLINE FOR SUBMISSIONS: FEBRUARY 28**

Incomplete proposals or proposals received after the deadline may not be reviewed until next semester.

Routing Number <i>Routing # assigned by Senate Office</i>	#54 09-10 GC <i>Use routing number and title in all reference to this proposal.</i>
Corrects Resolution	#35 2009-2010

INSTRUCTIONS – please, no multiple attachments – each proposal must be submitted electronically as a Word document.

- Submit only complete proposals. Include support letters from department chair and dean. Signed documents may be sent as hard copies.
- Proposals must be prepared individually in Word format using committee guidelines available at brockport.edu/collegesenate/proposal.html.
- Fill out this cover page for each proposal and insert it electronically as the front page of your Word document. ([/collegesenate/proposal.html](http://collegesenate/proposal.html))
- Email complete proposal with cover page as one Word document to senate@brockport.edu and facprez@brockport.edu.
- All updates must be resubmitted to the Senate office with the original cover page including routing number.
- Questions? Call the Senate office at 395-2586 or the appropriate committee chairperson.

1. **PROPOSAL TITLE:** Please be somewhat descriptive, ie. *Graduate Probation/Dismissal Proposal* rather than *Graduate Proposal*.

Psychology Graduate Program Re-Design

2. **BRIEF DESCRIPTION OF PROPOSAL:** ***CORRECTED PER ALBANY'S REQUEST***

Re-design of MA in Psychology Program to a three track program:
MA in Psychology: Clinical Track, Applied Emphasis
MA in Psychology: Clinical Track, Research Emphasis
MA in Psychology: General Track, Research Emphasis
All future reference to these as MS are to be changed to MA.

3. **WILL ADDITIONAL RESOURCES AFFECTING BUDGET ARE NEEDED?** xxNO ___ YES EXPLAIN YES

4. **HOW WILL THIS EFFECT TRANSFER STUDENTS:**

na

5. **ANTICIPATED EFFECTIVE DATE:**

Fall 2011

6. **SUBMISSION & REVISION DATES:** PLEASE PUT A DATE ON ALL UPDATED DOCUMENTS TO AVOID CONFUSION.

<i>First Submission</i>	<i>Updated on</i>	<i>Updated on</i>	<i>Updated on</i>
2/28/2010	9/1/10**	9/22/10	

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

<i>Name</i>	<i>Department</i>	<i>Phone</i>	<i>Email</i>
Melissa Brown	Psychology		mmbrown@brockport.edu
Jose Maliekal	Dean		jmalieka@brockport.edu

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

Standing Committee	Forwarded For Approval To	Dates
<u>___</u> Enrollment Planning & Policies	Committee for approval	3/3/10
<u>___</u> Faculty & Professional Staff Policies	Executive Committee	3/29/10, RESUBMITTED 09/2/10
<u>___</u> General Education & Curriculum Policies *	GED to Vice Provost	
xxx Graduate Curriculum & Policies	Senate	4/5/10, Vote 4/19/10, 9/27/10
<u>___</u> Student Policies	College President	4/30/10 (Resolution #35_2009-2010) 10/1/10 (Resolution #03_2010-2011)
<u>___</u> Undergraduate Curriculum & Policies	OTHER	
<i>* follow special Gen Ed procedures for submission of General Education proposals at "How to Submit Proposals" on our Website.</i>	REJECTED - WITHDRAWN	9/1/10: REJECTED BY ALBANY

NOTES:** 9/1/10: Albany rejected and returned this resolution to the College pending correction of an error in the proposal. The correction is described in the following email from the associate dean, Jose Maliekal. The proposal has been returned to the Senate for further review.
 9/22/10 Changes submitted for approval by Albany.
 9/27/10 Changes accepted and approved by Senate.



350 New Campus Drive
Brockport, New York 14420
585-395-2586 + 585-395-2246 (fax)
senate@brockport.edu
brockport.edu/collegesenate

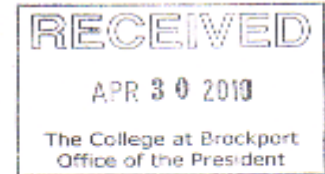
Resolution # **35** 2009-2010
College Senate

Supersedes Res #: _____

TO: Dr. John R. Halstead, College President

FROM: The College Senate: *April 19, 2010*

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



SUBJ: **Psychology Graduate Program Re-design** (routing #54 09-10GC)

Signed:
(Steven Lewis, 2009-10 College Senate President)

Date: 4/29/10

Please fill out the bottom portion and follow the distribution instructions at the end of this page.

TO: Steven Lewis, The College Senate President

FROM: John R. Halstead, College President

- RE: → I. Decision and Action Taken on Formal Resolution (circle choice)
 a. Accepted - Implementation Effective Date: Fall 2011
 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 ___/___/___



Signed:
(Dr. John R. Halstead, President, The College at Brockport)

Date: 5/7/10

DISTRIBUTION

Upon approval, the College President will forward copies of resolutions to his staff who will, in turn, forward copies to their staff. The College Senate Office will post resolutions to the College Senate Web at <http://www.brockport.edu/collegesenate/resolutions>.

**Denied by Albany.
See correction dated 9/1/10 from the Dean on page 3.
Resubmitted to Senate 9/2/10.
Document updated 9/22/10.**

Date: Wed, 01 Sep 2010 17:22:23 -0400

1 of 1

1

Go to

From: "Jose Maliekal" <jmalieka@brockport.edu>

Subject: MA in Psychology

To: <jrtorre@brockport.edu>, <senate@brockport.edu>, <akorn@brockport.edu>

Cc: <mmbrown@brockport.edu>

Good Afternoon,

Last week, I discussed with Jose Torre an inadvertent mistake that the Psychology Department made when it submitted a proposal to the College Senate (54-09-10GC) to expand the MA in Psychology from one to three tracks. During the campus curriculum review process, this mistake was not detected, and the College submitted the proposal to SUNY to complete the approval process. During the SUNY review, however, the inadvertent mistake was detected, and the proposal was returned to the college for revision and resubmission.

Here is the inadvertent mistake. The three tracks proposed by the department were (i) MA in Clinical Psychology with Practicum Capstone, (ii) MS in Clinical Psychology Thesis Capstone and (iii) MS in General Psychology Thesis Capstone, when, in fact, all three tracks should have been titled MA. Every registered program in New York State can only lead to one degree title, either MS or MA. It was because the Psychology Department's proposal violated this requirement that SUNY returned the proposal to the College for revision and resubmission.

All along the intention of the department was to expand its existing Master's program from one to three tracks, which remains unchanged. Accordingly, the department would like to modify the titles of all three tracks and resubmit the proposal to SUNY. But, I suspect that some action, either by the Senate Executive Committee or Graduate Curriculum Committee, would be required before the proposal can be forwarded for SUNY approval. For the sake of clarity and parsimony, the department is proposing the following new titles.

MA in Psychology: Clinical Track, Applied Emphasis.
MA in Psychology: Clinical Track, Research Emphasis
MA in Psychology: General Track, Research Emphasis

I am writing to request the College Senate to fast track its review process of the revisions, as the proposal deals with mere title changes and title changes only.

Thank you for your consideration.

Jose Maliekal
Associate Dean

MA in Psychology Program: Proposal for Changes in Existing Master's Degree

(1 through 5 BELOW ARE PUT ON THE "COLLEGE SENATE OFFICE RESOLUTION PROPOSAL COVER PAGE")

1. Proposal Title: Psychology Graduate Program Re-Design
2. Brief Description of Proposal: Re-Design of Psychology MA in Psychology Program into Three Tracks: Clinical Track, Applied Emphasis; Clinical Track, Research Emphasis; and General Track. For ease of reading, the clinical tracks are at times referred to as applied clinical and research clinical.
3. Statement of How This Will Affect Transfer Students: No effect on transfer students, as this is a graduate program revision and students do not transfer into the MA in Psychology program.
4. Anticipated Effective Date: Fall, 2011
5. Submitted by: (contact person) Melissa M. Brown, Ph.D., Assistant Professor & Chair, Department of Psychology

(AGAIN, ALL OF THE ABOVE ARE PUT ON THE "COLLEGE SENATE OFFICE RESOLUTION PROPOSAL COVER PAGE")

1. A side-by-side comparison of the old and new program. Credit hours must be included and totaled in clear tabular form.

1. A Comparison of the Revised MA Program to the Current Program:

The Psychology Department is proposing to expand our existing Master of Arts in Psychology program from one to three tracks. Currently the program spans four academic semesters. The first semester's coursework provides the foundation of knowledge and theory upon which effective clinical skills are built. Semesters two and three are devoted to a pair of two-course sequences in the clinical skills of assessment and intervention, with the final semester devoted to a 600-hour practicum. Completion of a master's thesis is optional but highly recommended for the doctoral program-bound student.

The expanded program has three distinct degree tracks: Clinical, Applied emphasis; Clinical, Research emphasis; and General. See side by side table. The two clinical tracks (referred to hereafter as Clinical Applied and Clinical Research) differ from one another in capstone experience. The Clinical Applied capstone will continue to be the 600 hour practicum placement in a community agency. In contrast, a Master's thesis will be the capstone for both the Clinical Research and General tracks.

As with our current curricula, all three tracks of the expanded program span four semesters. In the revised program, the first **two** semesters are devoted to an expanded set of 6 core courses. Students in all three tracks will now take Statistics, Biopsychology, and Developmental in addition to our current core of Research Methods, Psychopathology, and Social Psychology (formerly Social-Personality). The Social Psychology course replaces much of its personality psychology content with diversity topics (group behavior, stereotyping, prejudice, discrimination, and stigma). The personality learning outcomes are infused across the following courses: Social, Developmental, Psychopathology, and Assessment.

To facilitate our Clinical Research and General track students' timely progress through the thesis project, students will register in their first semester for a special independent readings course with their advisor to master the literature and develop their research question. In their second semester they will take independent study credits to refine their project and write their proposal. In contrast, the students in the Clinical Applied track will choose between taking electives or completing an independent study the first two semesters.

The tracks' paths further diverge in the third semester when students in the two clinical tracks take their clinical core [Applied Behavior Analysis (formerly Intervention I), Cognitive Behavioral Therapy (formerly Intervention II), and Assessment (a merger of Assessment of I and II)] and students in the General track focus on their thesis. The students in the Clinical Research and General tracks complete their theses in the fourth semester when their colleagues in the Clinical Applied track are completing practicum.

2. Discussion of Mission, Market, and Quality (Rationale)

The core rationale for the alterations in the Psychology Master's graduate curriculum is better graduate student education. We have redesigned our program to be consistent with the accreditation standards put forth by the Master's in Psychology Accreditation Council (MPAC). MPAC is the only accrediting body of Master's-level Psychology programs that emphasizes the scientific practice of professional psychology with a primary objective of promoting the highest standards of master's level preparation for Psychology. MPAC standards require a more thorough grounding in the major sub-disciplines in Psychology, thus we are introducing three new Psychology content area courses: Applied Multivariate Statistics; Developmental; and Biopsychology as requirements for all MA in Psychology students.

However, because MPAC standards are designed for the Master's level Psychologist and require significant supervised experience, only the Clinical Applied Track will completely meet MPAC accreditation standards. Presumably, students in the in the Clinical Research and General Psychology tracks are planning to continue their education with doctoral study. If, however, they change or delay their plans, their MA in Psychology prepares them to teach at community colleges, to become research project managers, to become certified clinical research coordinators, and to pursue opportunities for which a Master's degree in any field is a prerequisite. Additionally with advisement, students may be allowed to change their plan of study.

The rationale for the three tracks is as follows:

In the current program, all students take practicum as the capstone experience even if it does not serve their educational and career goals. Practicum placements can be extraordinarily difficult to arrange, and because of this difficulty students sometimes end up with practica that fall short of our educational expectations. Providing students with a choice of capstone experience will (1) lessen practicum pressure and (2) give students greater flexibility to pursue educational experiences that will better help them advance toward their goals (see next point).

The current program structure also typically forces graduate students who wish to conduct a thesis into working on much of it at the same time they are enrolled in their (usually full-time, off-campus) practicum. The result is often a thesis that is not completed in a timely manner or a thesis that is abandoned partway through by students whose circumstances demand rapid degree completion. For students seeking admission to doctoral (especially Ph.D.) study in any field of psychology, a well-done master's thesis is often an integral part of a successful application bid – far more helpful, in fact, than applied human service experience such as would be gained through practicum. Thus, the clinical research and general tracks can function as more effective stepping stones to doctoral study than our currently structured program, in which the thesis is an optional add-on.

This change is expected to make completing a thesis a more viable undertaking for our graduate students, and therefore an increase in the number of thesis students is anticipated. This will have trickle-up effects on faculty research productivity as well as trickle-down effects in the form of increased opportunities for undergraduate students to assist with research activities (itself an important key to admission into graduate study). The addition of a General track will attract graduate students for our non-clinical psychology faculty members.

The general psychology and clinical research tracks will give students who are not quite strong enough for admission into Ph.D. programs (especially non-clinical ones) an opportunity to (1) prove themselves capable of graduate level coursework, (2) develop stronger working relationships with faculty mentors, and (3) hone and display research skills through the thesis project. The 30-credit General Track might be particularly appealing to Brockport students who have been assisting a faculty member as an undergraduate and would like to continue working with that individual while bolstering their credentials. This track would be entirely resource-neutral, requiring no new courses specifically created for this track. Moreover, it should be noted that the benefits to faculty (increased scholarly output) and undergraduates (increased opportunities for gaining research experience) noted above would accrue under this track as well.

Quality indicators include:

- Meeting MPAC accreditation standards for the Clinical Track, applied emphasis

- A new graduate statistics course will enhance understanding of psychology's research base, will add clarity to our thesis students' project design, and should transfer to doctoral program requirements
- Addition of Biopsychology will improve our students' understanding of the biological bases of behavior and mechanisms of psychopharmacology
- Inclusion of Developmental Psychology will increase student awareness of normal versus atypical development, as well as complex transactional models implicated in psychological outcomes
- Diversity learning outcomes have been augmented in Social Psychology, Cognitive Behavioral Therapy, Assessment
- The revised program has a more structured, sequenced thesis process beginning with Independent Readings course first semester, Independent Study second semester, and thesis credits semesters three and four.

3. A description of new courses:

The following courses will be revised or created, and descriptions are below:

PSH 602 Applied Multivariate Statistics

PSH 631 Social Psychology

PSH 640 Biopsychology

PSH 684 Developmental Psychology

PSH 698 Independent Readings (3 or more credits)

PSH 704 Assessment

PSH 602 Applied Multivariate Statistics: This course will introduce students to advanced statistical procedures that are relevant to applied psychological research. The emphasis of the course will be on understanding how to perform, interpret, and present relevant applied statistical analyses. In particular, simple and complex experimental designs, development of scales and evaluation of their psychometric properties, and multivariate quasi-experimental and non-experimental procedures will be emphasized. The analyses will be presented as statistical models along with the process for evaluating such models with statistical software.

PSH 631 Social Psychology (formerly Advanced Social-Personality): The course will foster an appreciation for, and understanding of social psychological theories and concepts that will enhance students' understanding of the situational factors that determine human behavior. In addition, this course aims to foster a deeper understanding the role of diversity in interpersonal interactions, as well as recognition of cross-cultural differences and similarities in reactions to situational factors.

PSH 640 Biopsychology of Human Behavior: This course fosters appreciation for, and understanding of, the biological bases of normal, abnormal, and pharmaceutically-influenced human behavior. Students will demonstrate an understanding of basic anatomy and physiology of the human nervous system and of the neurons comprising it, of associations between specific brain regions, of the mechanisms of major categories of psychotropic pharmaceuticals, and of abnormalities of brain structure and function associated with psychopathology.

PSH 684 Developmental Psychology: This course will convey an understanding of how various aspects of psychological functioning change over the course of an individual's development. Course

objectives are to explore and evaluate current theories and significant claims in the field, to explore the contribution of genes, environment, and their interaction to development, to understand developmental psychology as a scientific field and to gain knowledge about the basic research methods used in this sub-discipline, and to learn how to generate research ideas and to critically read and evaluate journal articles in the developmental psychology literature base.

PSH 698 Independent Readings: This course is an independent study designed to require the student to master the research literature upon which his/her thesis will be based. Specific readings will be identified by the student and his/her mentor. The final product will be a literature review culminating in a research question to be addressed by the student's thesis.

PSH 704 Assessment (formerly Assessment I and Assessment II): This course is an introduction to psychological assessment. It provides students with a basic understanding of the assessment process; psychometric theory; relevant theories of intelligence and personality; and the administration, scoring, and interpretation of prototypical psychological assessment instruments such as the Folstein Mini Mental Status Exam, the Wechsler Scales of Adult Intelligence, the NEO-PI, the Millon Scales of Multi-axial Clinical Assessment, and the Minnesota Multiphasic Personality Inventory 2. Students will develop skills in clinical interviewing and report writing. The course examines ethical issues in assessment, issues of test fairness and bias, and best practices in the psychological assessment of culturally diverse individuals.

Complete descriptions and SLO's for the modified and new courses are in the course registration forms appended to this document.

4. Staffing Issues: a) Sufficiency of existing staff, and b) Need for new staff

No additions to the present faculty are needed. This program update introduces three new courses: Biopsychology, Applied Multivariate Statistics, and Developmental, and merges two courses, Assessment I and Assessment II, into one Assessment, for a gain of two new courses. Additionally, having the master's thesis serve as the capstone experience in place of a practicum, will reduce the number of sections of practicum offered, freeing a faculty member. Moreover, the merging of Assessment I and Assessment II, frees a faculty member up to cover Developmental.

The Psychology Department recently hired Dr. James Witnauer. This new tenure track faculty will teach the graduate Biopsychology course. He can occasionally be spelled by Dr. Abwender.

Drs. Brennan-Jones, Matthew Mulvaney, and Laurel McNall may rotate the teaching of graduate statistics. Once every three years, each will teach this course in lieu of one relatively low enrollment upper level elective. Offering these electives slightly less frequently will increase enrollments.

+ Current Program	Proposed Revised Program		
MA in Psychology	MA in Psychology Clinical Track, Applied emphasis	MA in Psychology Clinical Track, Research emphasis	MA in Psychology General Track, Research Emphasis
<u>Year 1</u>	<u>Year 1</u>	<u>Year 1</u>	<u>Year 1</u>
<u>Fall Semester</u> Credits	<u>Fall Semester</u> Credits	<u>Fall Semester</u> Credits	<u>Fall Semester</u> Credits
Psychopathology 3	Psychopathology 3	Psychopathology 3	Psychopathology 3
Social Personality 3	Biopsychology of Human Behavior 3	Biopsychology of Human Behavior 3	Biopsychology of Human Behavior 3
Research Methods 3	Research Methods 3	Research Methods 3	Research Methods 3
Elective or Independent Study 3	Elective or Independent Study 3	Independent Readings 3	Independent Readings 3
<u>Spring Semester</u> Credits	<u>Spring Semester</u> Credits	<u>Spring Semester</u> Credits	<u>Spring Semester</u> Credits
Assessment I 3	Applied Multivariate Statistics 3	Applied Multivariate Statistics 3	Applied Multivariate Statistics 3
Intervention I (ABA) 3	Social Psychology 3	Social Psychology 3	Social Psychology 3
Thesis or Elective 3	Developmental Psychology 3	Developmental Psychology 3	Developmental Psychology 3
	Elective or Independent Study 3	Independent Study 3	Independent Study 3
<u>Year 2</u>	<u>Year 2</u>	<u>Year 2</u>	<u>Year 2</u>
<u>Fall Semester</u> Credits	<u>Fall Semester</u> Credits	<u>Fall Semester</u> Credits	<u>Fall Semester</u> Credits
Assessment II 3	Applied Behavior Analysis 3	Applied Behavior Analysis 3	Thesis 3
Intervention II (CBT) 3	Cognitive Behavioral Therapy 3	Cognitive Behavioral Therapy 3	Independent Study optional
Thesis or Elective 3	Assessment 3	Assessment 3	Elective optional
	Elective 3	Thesis 3	
<u>Spring Semester</u> Credits	<u>Spring Semester</u> Credits	<u>Spring Semester</u> Credits	<u>Spring Semester</u> Credits
Pre-Practicum 3	Pre-Practicum 3	Thesis 3	Thesis 3
Practicum 9	Practicum 9	Independent Study optional	Independent Study optional
		Elective optional	Elective optional
42 Credits*	48 Credits* *credit minimum. May take more.	39 Credits* *credit minimum. May take more.	30 Credits* *credit minimum. May take more.

*Credit minimums. Students may opt to take more credits.

Remaining other sections are all approvals from relevant administrators:

6. Academic administration commentary. It is strongly recommended that the department consult with the Graduate Dean early in the process.

- a. Letter of review/comment from the Graduate Dean
- b. Letter of review/comment from the Dean of the School
- c. Letter of review/comment from the Department Chair

7. Resources, facilities, and non-teaching staff needed to implement the program.

- a. Statement of review and comment from Drake Library.
- b. Statement of review and comment from Academic Computing Services.

8. Letters of support from cooperating departments, agencies, institutions, etc., including a statement of probably/likely impact on departments

M M Brown

<https://mail.brockport.edu/wm/cml/read.html?sessionid=250tmp1607f..>

M M Brown

Date: Tue, 23 Feb 2010 12:31:50 -0500

From: "Stuart Appelle" <sappelle@brockport.edu>

Subject: Proposal for Changes in Psychology Grad Program

To: <mmbrown@brockport.edu>

Cc: "Susan Seem" <sseem@brockport.edu>

Melissa:

I support the proposal "Psychology Graduate Program Re-Design" that is being submitted to College Senate.

Stuart Appelle, Ph.D.
Dean, School of Science and Mathematics
350 New Campus Drive
The College at Brockport
State University of New York
Brockport, New York 14420

M M Brown

Date: Thu, 25 Feb 2010 16:13:12 -0500
From: "Susan Seem" <sseem@brockport.edu>
Subject: FW: Graduate revisions
To: <mmbrown@brockport.edu>

Melissa,
See below
Susan

Susan Rachael Seem, Ph.D.
Assistant to the Provost for Graduate Education and Scholarship
Office of Graduate Studies
The College at Brockport
State University of New York
350 New Campus Drive
Brockport, NY 14420
United States of America

Phone: 585.395.2525
Fax: 585.395.2515

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From: Susan Seem [mailto:sseem@brockport.edu]
Sent: Tuesday, February 23, 2010 12:52 PM
To: 'mbrown@brockport.edu'
Cc: 'sappelle@brockport.edu'
Subject: Graduate revisions

Dear Melissa,
I support the graduate program in psychology revisions. These revisions address a number of needs for students.
Sincerely,
Susan

Susan Rachael Seem, Ph.D.
Assistant to the Provost for Graduate Education and Scholarship
Office of Graduate Studies
The College at Brockport
State University of New York
350 New Campus Drive
Brockport, NY 14420



SUNY BROCKPORT

Department of Psychology

February 24, 2010

Colleagues,

On behalf of the Psychology Department, and its graduate program, I enthusiastically support the proposed changes to graduate study in Psychology at Brockport. Together we have created a program that strengthens our commitment to educating scientist-practitioners, while providing opportunities for non-clinically oriented Psychology students to pursue a Master's degree.

Sincerely,

A handwritten signature in cursive script that reads "Melissa M. Brown".

Melissa M. Brown, Ph.D.

Chair, Psychology Department



The College at
BROCKPORT
STATE UNIVERSITY OF NEW YORK

Dr. Melissa Brown, Chair
Department of Psychology
The College at Brockport
350 New Campus Drive
Brockport, NY 14420

February 22, 2010

Dear Melissa:

Thank you for sharing your proposal for the graduate program in Psychology. Drake Memorial Library has reviewed it and understands that current library resources are adequate to meet the information needs of students in this program. Going forward, it will be important for on-line access to full-time databases to be kept up-to-date and accessible for academic success. Drake Library supports Psychology's efforts.

Sincerely,

Mary Jo Orzech, MLS, Ph.D.
Director, Drake Memorial Library



The College at
BROCKPORT
STATE UNIVERSITY OF NEW YORK
Technology Support Services

Date: 2/12/2010
To: Dr. Melissa Brown
From: Jeffrey S. Smith, Director, Technology Support Services
Re: Information Technology Services support for the proposed graduate program in Psychology.

Technology Support Services is well equipped to support the addition of graduate programs in the Psychology department. We look forward to helping with this effort. Among the areas where TSS can be of support are:

- Several teaching labs where students can learn hands-on
- Open access computer labs for students to utilize during non-class time
- Lab computers give students access to all software needed for their coursework
- Technology enhanced classrooms are located across the campus
- We utilize a world-class course management system
- Wireless network access exists throughout the campus and the residence halls
- Each student has personal file storage that can be accessed from on and off-campus
- Each student has the ability to create a personal web space
- We enjoy an outstanding collaborative working relationship with the Brockport faculty

We are looking forward to working with you to help make this a success. If you have any questions, or need additional information, feel free to contact me.

Sincerely:

Jeffrey S. Smith
Director - Technology Support Services
The College at Brockport
jsmith@brockport.edu

Janet Gillespie

Date: Sat, 30 Jan 2010 18:23:27 -0500
 From: "Pigeon, Wilfred" <Wilfred_Pigeon@URMC.Rochester.edu>
 Subject: RE: MA in Psychology Program
 To: "jgillesp@brockport.edu" <jgillesp@brockport.edu>

Dear Dr. Gillespie,

Thank you for the opportunity to provide feedback on the proposed changes to SUNY Brockport's Masters in Psychology Program. These brief comments come from the perspective of a supervisor of practicum placements students from your program as well as from my own experience of practicing with a masters degree for some years prior to returning for a doctoral degree.

In general, I applaud the proposed move to having more than one track. This offers, I believe, an enhanced opportunity for students to match a program more closely to their career aspirations. The coursework in each track seems to be appropriate. The MA tracks required practicum is, of course, essential for students intending to practice in the field and use this as their terminal degree. Likewise, for students intending to pursue doctoral programs (whether clinical or not), the masters thesis, if not necessary, is certainly desirable for a strong application. Perhaps the only additional comment I would submit for consideration is to wrestle with how (if possible at all) to provide both experiences to students who may wish to do both a practicum and a thesis.

Best regards,

Wil

Wilfred R. Pigeon, PhD, CBSM
 Assistant Professor of Psychiatry
 Director, Sleep & Neurophysiology Research Lab
 University of Rochester Medical Center
 300 Crittenden Blvd. - Box PYSCH
 Rochester, NY 14642 USA
 [1] 585.275.3374

Clinical Researcher
 Center of Excellence at Canandaigua
 Canandaigua VA Medical Center
 Canandaigua, New York USA

From: Janet Gillespie [jgillesp@brockport.edu]
 Sent: Saturday, January 30, 2010 2:17 PM
 To: Pigeon, Wilfred
 Subject: MA in Psychology Program

Dear Will:

Marcie Desrochers gave me your e-mail address, and I hope that this e-mail finds you well. I am writing to ask your help in taking a brief look at some changes which the Department of Psychology at Brockport is planning for our MA in Psychology Program. We value your input, as you have accepted our graduate students for Practicum (and may have one placed with you now), have helped us in providing training to our students, or have hired our alumni for positions at your site in the past.

I would be very grateful if you would take just a few moments to read the attached

<https://mail.brockport.edu/wm/eml/read.html?sessionid=178fd3d5e7410b991309f58ca6f94d...> 2/8/2010

Janet Gillespie

Date: Tue, 02 Feb 2010 20:17:44 -0500

From: "Zarcone, Jennifer R." <Jennifer_Zarcone@URMC.Rochester.edu>

Subject: RE: MA in Psychology Program at Brockport - Request for Comment

To: <jgillesp@brockport.edu>

Janet F. Gillespie, Ph.D.
Department of Psychology
The College at Brockport - State University of New York

Dear Dr. Gillespie,
I would like to offer a letter of support for the changes you are planning to make to the Masters program in Psychology at SUNY Brockport. By moving to a three-track program you are being responsive to the changing demands of your master's level graduates both for additional graduate training and in the workplace. As you indicated, some graduates are going on to doctoral degree programs and they may need different training opportunities than those who will be stopping with their master's degree. By offering different capstone options to the program, you should be able to meet the needs of your graduates more effectively.

I have been happy to participate as a practicum site supervisor at the University of Rochester Medical Center this past year. I believe that the changes in curriculum that your program have developed will help future practicum trainees have the background and training that they need when they are ready to enter the practicum program and ultimately, the workplace.

Best of luck with your efforts to improve the master's program in Psychology at Brockport and please let me know if there is any other ways that I can offer my support.

Sincerely,
Jennifer

Jennifer Zarcone, Ph.D.
Director, Community Consultation Program
Associate Editor of the Journal of Applied Behavior Analysis
Associate Professor of Pediatrics
University of Rochester Medical Center
601 Elmwood Avenue, Box 671
Rochester, NY 14642
585-273-5974 (voice)
585-275-3366 (fax)

Janet Gillespie

Date: Thu, 04 Feb 2010 15:02:38 -0500

From: "MH- Reynolds, Mark" <MReynolds@co.wayne.ny.us>

Subject: RE: MA in Psychology Program at Brockport - A Request for Comment

To: <jgillesp@brockport.edu>

Jan,

Very good to hear from you. Things are going well at the clinic.

I reviewed the proposed program changes. Creating three formal tracks seems to make sense in terms of guiding new students in quickly and clearly organizing their experience. I like the name changes for the courses and the choice of courses for each track makes sense. The only thing I wonder about, if I understand correctly, is the lack of required practicum for MS Clinical students. I suppose, though, that an elective slot could be used for practicum. Those are my few thoughts on the matter. Thank you for including me in this effort.

Sincerely,

Mark

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-----Original Message-----

From: Janet Gillespie [mailto:jgillesp@brockport.edu]

Sent: Saturday, January 30, 2010 2:55 PM

To: MH- Reynolds, Mark

Subject: MA in Psychology Program at Brockport - A Request for Comment

Dear Mark:

I hope this e-mail finds you well. I am writing to ask your help in taking a brief look at some changes which the Department of Psychology at Brockport is planning for our MA in Psychology Program. We value your input, as you have accepted our graduate students for Practicum in the past (Kelly Sample), have helped us in providing training to our students, or have hired our alumni for positions at your site in the past (Tony Millonni, Martha Lynch).

I would be very grateful if you would take just a few moments to read the attached "MA Changes Description" sometime in the next few days, and respond with a brief e-mail indicating your support for the program as we go forward to pursue these changes with the College. We are looking to have some area agency e-mails of support to submit with our description for our faculty senate, and your help and support in the past make you an ideal choice to comment on this. A brief e-mail would

<https://mail.brockport.edu/wm/eml/read.html?sessionid=178fd3d5e7410b991309f58ca6f94d...> 2/8/2010

Janet Gillespie

Date: Mon, 08 Feb 2010 08:43:14 -0500

From: "William Schneider" <wschneider@unityhealth.org>

Subject: Re: MA in Psychology Program at Brockport

To: <jgillesp@brockport.edu>

Hi Jan,

I looked over the information you sent me on proposed changes to your masters in psychology program and expansion to 3 masters options. I certainly think that giving the students choices that may have stronger clinical or research bases is a good idea. The changes generally seem reasonable and well conceived. I have only one suggestion. In the Clinical Psychology MS, could you offer a practicum, or a least make the practicum an option and the thesis an option? It's hard for me to envision a "clinical" masters without a practicum experience. The General Psychology without a practicum does not pose this concern from my perspective.

Thanks Jan and best wishes on your program enhancements. Please contact me if you have further questions for me.

William N. Schneider, Ph.D.
Unity Health System
Brain Injury Rehabilitation Program
Neuropsychology Service
89 Genesee Street
Rochester, NY 14611
(585) 368-3373

>>> Janet Gillespie <jgillesp@brockport.edu> 1/30/2010 2:10 PM >>>
Dear Bill:

I hope this e-mail finds you well. I am writing to ask your help in taking a brief look at some changes which the Department of Psychology at Brockport is planning for our MA in Psychology Program. We value your input, as you have accepted our graduate students for Practicum (and have one placed with you now), have helped us in providing training to our students, or have hired our alumni for positions at your site in the past.

I would be very grateful if you would take just a few moments to read the attached "MA Changes Description" sometime in the next few days, and respond with a brief e-mail indicating your support for the program as we go forward to pursue these changes with the College. We are looking to have some area agency e-mails of support to submit with our description for our faculty senate, and your help and support in the past make you an ideal choice to comment on this. A brief e-mail would be fine.

I have also attached a chart with side-by-side comparisons of the current and proposed programs which you may look at if you like. I welcome your comments and response, and I thank you again for your support of our graduate students, and the MA in Psychology program.

Cordially,

Janet Gillespie

Date: Mon, 01 Feb 2010 12:47:20 -0500

From: "Jacobowitz, David" <David_Jacobowitz@URMC.Rochester.edu>

Subject: Master's program changes

To: <jgillesp@brockport.edu>

Dear Jan,

I've had an opportunity to review the proposed changes in the Master's program and to compare them to the current program and my own personal experience with both the SUNY Master's in Psychology program and in my 17 year career after graduation.

I think the proposed changes really strengthen the program and also give students a wider variety of options to personalize their graduate experience. Offering a Master's in Science for those students undertaking a more in-depth research-focused examination of a current issue in our field is a great option and one I certainly would have availed myself of in 1993. I cannot overstate the value of focusing on one particular area of psychological theory or practice. Working with Dr. Larry Hjelle, I was able to undertake a very in-depth study of self-efficacy theory and write a thesis about this. The valuable information I learned through this process continues to inform my practice and participation in research to this day. I also think that the choice of the thesis topic could be informed by your student's post-masters aspirations, either more practically directed if their plan was just get a terminal master's and seek work in the field, or more basic research-oriented if their plan was to continue towards a doctorate degree. Of course there is considerable overlap in these areas of choice, but I like the idea of your students being able to further personalize their graduate experience.

Thanks very much for seeking my input in this process and best of luck as you move forward.

Warm regards,

Dave

David B. Jacobowitz, M.A.
Health Project Coordinator-Schizophrenia Treatment Laboratory
Clinical Associate in Psychiatry (Psychology)

David B. Jacobowitz, M.A.
Health Project Coordinator-Schizophrenia Treatment Laboratory
Clinical Associate in Psychiatry (Psychology)

February 8, 2010

Janet F. Gillespie, Ph.D.
Associate Professor & Director, MA in Psychology Program
Department of Psychology
The College at Brockport - State University of New York

Dear Dr. Gillespie:

I am writing to express my enthusiastic support for your proposal to expand the MA in Psychology program, at the College at Brockport – State University of New York, into three tracks. It is clear from the proposal that a three track option will allow your students a tailored Master's program wherein individual academic goals can be met and graduates will be better positioned to move towards their aspirations for further study and work in psychology.

We have had the good fortune to supervise many students from the College at Brockport here at the Strong Center for Developmental Disabilities, and my colleagues and I are always impressed by their commitment to the field and desire to develop professionally and academically. The proposed changes will produce students with even stronger foundations.

One of my roles at the University of Rochester is to direct the Certification Program in Autism Spectrum Disorders and Applied Behavior Analysis at the University of Rochester. I have reviewed the proposal and I am quite impressed by the College at Brockport's efforts to better define its coursework and meet the demands required by the ever increasing breadth of the field of psychology, and professional practice in settings providing psychological service. Further, I have recommended Brockport's MA program to my graduating students, and with the proposed changes it will become an improved option for those completing our Certification Program and seeking further training.

I have had the opportunity to meet and work with many of the psychology faculty at the College at Brockport. I am confident the proposed program will be executed carefully and systematically. On a personal level, I anticipate that the program will provide opportunities to expand on our previous collaborations, which I welcome and value.

Sincerely,

Dennis Mozingo, Ph.D., BCBA
Assistant Professor of Pediatrics
Board Certified Behavior Analyst-Doctoral
Strong Center for Developmental Disabilities
Division of Neurodevelopmental and Behavioral Pediatrics
University of Rochester Medical Center

b. Additional student learning outcomes: (check all codes that are currently approved)

- Contemporary Issues (I) Upper Level Writing (U)
 Both Contemporary Issues and Upper Level Writing (J)
 Scholarship on Women (W) Diversity (D)
 Science & Technology (E) Other World Civilizations (Non-Western) (O)

9. If cross-listed in another discipline(s), give discipline(s)/number(s):

If there are pre-requisites that are enforced, give discipline(s)/number(s):

If there are co-requisites, give discipline(s)/number(s):

10. a. Approximate total number of seats/semester expected: 15

b. How many sections do you expect to offer per semester: 1

11. Sections of this course are (check one): taught by one instructor taught by a team

12. Planned frequency of offering: EVERY FALL

13. Grading (check any that apply):

- Letter grade Pass/Fail (S/U) ONLY Approved for IP grade
 Course requires a minimum grade of for General Education or the major

14. If this course requires any special scheduling arrangements with regard to time or room/space, please comment on this in the space provided:

15. If this course is required for any degrees/programs, please list them below:

Required for MA in Clinical Psychology, MS in Clinical Psychology, MS in General Psychology

16. Write a brief course description for the College Catalogs. Reflect content as accurately as possible using 65 words or less (about 500 characters. Use action verbs and omit "This course covers..." and similar phrases.

Covers advanced statistical procedures that are relevant to psychological research Prepares students to be able to conduct, understand, and evaluate data analytic techniques that can be utilized in the course of independent research. Analysis of Variance procedures, multiple regression, and scale construction will be emphasized. The underlying computations and logic of the procedures will be presented simultaneously with computer-aided data analysis.

17. For all courses, please attach the following information:

- (a) a list of major course objectives
- (b) a topical outline of course
- (c) a list of methods used to evaluate student performance
- (d) a list of instructional materials used – give bibliographic citations of texts, critical readings, films, e
- (e) a current course syllabus, if possible

- (f) a brief statement detailing the additional work required of graduate students in a “swing course.”

For General Education courses only, attach also:

- (g) *Supplemental General Education Course Registration Form*
(h) *Student Learning Outcomes Checklist (for specific codes requested).*

PSH 602

Applied Multivariate Statistics

17a. Course Objectives

1. Students will be able to perform and interpret elementary statistical analyses
 - a. Correlation
 - b. t tests
 - c. Analysis of Variance
2. Students will be able to perform and interpret ANOVAs for multi-factor designs.
3. Students will be able to perform and interpret ANCOVAs for multi-factor designs.
4. Students will be able to perform and interpret MANOVAs.
5. Students will be able to perform and interpret multiple regression analyses.
6. Students will be able to perform scaling procedures
 - a. Exploratory factor analyses
 - b. Internal reliability analyses (Cronbach’s alpha)
7. Students will be able evaluate the assumptions of statistical tests, including preliminary data screening.
8. Students will be able to use SPSS to perform any of these analyses and interpret the results.
9. Students will be able to calculate and evaluate effect sizes for these analyses.
10. Students will be able to evaluate the power of analyses and have an understanding of power.
11. Students will be able to perform mediating and moderating analyses and understand the distinction between them.
12. Students will be able to write results sections in APA style with any of these analyses.

17b. Representative Topical Outline of Course

*Note that this will necessarily vary by instructor.

Week 1	Overview of Course/Review of Basic Concepts in Statistics/Introduction to SPSS
Week 2	Data Screening, Statistical Significance Testing, and Independent Samples t test
Week 3	Between-Groups Analysis of Variance (ANOVA)
Week 4	Repeated Measures Tests (ANOVA and t test)
Week 5	Factorial Analysis of Variance
Week 6	Analysis of Covariance (ANCOVA)
Week 7	Multivariate Analysis of Variance (MANOVA)
Week 8	Midterm
Week 9	Bivariate Correlation and Regression
Week 10	Multiple Regression with Two Predictor Variables
Week 11	Multiple Regression with more than Two Predictor Variables
Week 12	Extensions of Regression Mediation and Moderation Analyses Logistic Regression Dummy Variables
Week 13	Factor Analysis
Week 14	Reliability and Validity
Week 15	Final Exam

17c. Assessments

Take-home problem sets (homework problems) based on the text and that use sample datasets will be used. The problem sets will ask the students to perform analyses and formally report the results. There will also be in-class exams.

17d. Instructional Materials

Possible Texts

Warner, R. (2008). *Applied statistics: From bivariate through multivariate techniques*. Thousand Oaks: Sage.

Tabachnik, B. G. & Fidell L. S. (2007). *Using multivariate statistics* (5th ed.). Boston, MA: Pearson.

Computer Data Analysis Software

IBM SPSS Statistics Software.

College Course Registration Form

This form is used to register all courses. It must be signed by the department chair and the school dean who will send it forward to the Registrar's Office. Registration of General Education courses requires an additional *Supplemental Course Registration Form* and the appropriate *Student Learning Outcomes Checklist*. Approval by the Faculty Senate's General Education Committee is necessary for all General Education courses.

Data entry fields are shaded. Some fields have limits on numbers and spaces that can be entered. Some areas have drop-down menus with options that can be selected by clicking your choice. Save the blank form before using it and then save each course form with an individual file name. Go back to the saved blank for each new form but save with a different name after filling in data.

Action concerns a new course Discipline Number
Action concerns an existing course: Discipline PSH Number 631

Course Submitted by: Jennifer Ratcliff
Department: PSH

Chairperson's Approval: *M. Davis, MD* Date: 2-7-10

Dean's Approval: _____ Date: _____

1. Action requested:

- Registration of new course
- Revision of content for existing course
- Registration of general course listing under which related titles can be taught (umbrella courses)
- Registration of topics course for specific semester (if checked, complete item 2 below)
- Change of course title - Previous Title: Advanced Personality-Social Psychology
- Inactivation of existing course registration (course will not be taught in near future)
- Other - Describe:

2. Complete for registration of topics courses or umbrella courses:

- a. General course registration: Discipline: PSH Number: 631
- b. General registration title: Social Psychology
- c. Specific course title for semester offered (topics course title):
- d. Topics course registration is for: SPRING SEMESTER Year: 2012

3. a. Undergraduate listing: Discipline: Number:
b. Graduate listing: Discipline: PSH Number: 631

4. a. Official course title: Social Psychology
b. Course start date: SPRING SEMESTER YEAR: 2012

5. Abbreviated course title (restricted to 16 spaces) Social Psych

6. a. Semester hours of credit assigned to course (invariable): 3
b. Can this course have variable credit No Yes - Credit range to semester hours
c. Is this course repeatable for multiple credit? No Yes - Credit Maximum =

7. Type of Course: LIBERAL ARTS

8. General Education Information: (Complete only for General Education courses)
a. General Education Knowledge Area (choose one if applicable): NONE

b. Additional student learning outcomes: (check all codes that are currently approved)

- | | |
|---|--|
| <input type="checkbox"/> Contemporary Issues (I) | <input type="checkbox"/> Upper Level Writing (U) |
| <input type="checkbox"/> Both Contemporary Issues and Upper Level Writing (J) | |
| <input type="checkbox"/> Scholarship on Women (W) | <input type="checkbox"/> Diversity (D) |
| <input type="checkbox"/> Science & Technology (E) | <input type="checkbox"/> Other World Civilizations (Non-Western) (O) |

9. If cross-listed in another discipline(s), give discipline(s)/number(s):
If there are pre-requisites that are enforced, give discipline(s)/number(s):
If there are co-requisites, give discipline(s)/number(s):

10. a. Approximate total number of seats/semester expected: 15

b. How many sections do you expect to offer per semester: 1

11. Sections of this course are (check one): taught by one instructor taught by a team

12. Planned frequency of offering: EVERY SPRING

13. Grading (check any that apply):

- Letter grade Pass/Fail (S/U) ONLY Approved for IP grade
 Course requires a minimum grade of _____ for General Education or the major

14. If this course requires any special scheduling arrangements with regard to time or room/space, please comment on this in the space provided:

15. If this course is required for any degrees/programs, please list them below:

Required for MA in Clinical, MS in Clinical, and MS in Experimental Psychology

16. Write a brief course description for the College Catalogs. Reflect content as accurately as possible using 65 words or less (about 500 characters. Use action verbs and omit "This course covers..." and similar phrases.

This course will foster an appreciation for, and understanding of social psychological theories and concepts that will enhance students' understanding of the situational factors that determine human behavior. In addition, this course aims to foster a deeper understanding the role of diversity in interpersonal interactions, as well as recognition of cross-cultural differences and similarities in reactions to situational factors.

17. For all courses, please attach the following information:

- a list of major course objectives
- a topical outline of course
- a list of methods used to evaluate student performance
- a list of instructional materials used – give bibliographic citations of texts, critical readings, films, e
- a current course syllabus, if possible
- a brief statement detailing the additional work required of graduate students in a "swing course."

For General Education courses only, attach also:

- (g) *Supplemental General Education Course Registration Form*
- (h) *Student Learning Outcomes Checklist (for specific codes requested).*