

**DOCUMENT N: COURSE AND PROGRAM DEVELOPMENT COVER SHEET**

See Course and Program Development Policy and Procedures for Instructions

<b>SCHOOL:</b> LAW <input type="checkbox"/> MSB <input type="checkbox"/> YGCLA <input checked="" type="checkbox"/>	<b>Contact Name:</b> Elaine Johnson	<b>Phone:</b> 837-6683
<b>DEPARTMENT / DIVISION:</b> Applied Behavioral Sciences		
<b>SHORT DESCRIPTION OF PROPOSAL</b> (state name of action item 1-20 and course name, code & number / program affected):		
8. Create a new course, APPL 628, College Counseling. Counseling track of M.S. in Applied Psychology and Certificate in Professional Counseling Studies programs will utilize the course		
<b>PROPOSED SEMESTER OF IMPLEMENTATION:</b> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer <input checked="" type="checkbox"/> Year: 2010		

<b>Box 1: TYPE OF ACTION</b>	ADD(NEW) <input checked="" type="checkbox"/>	DEACTIVATE <input type="checkbox"/>	MODIFY <input type="checkbox"/>	OTHER <input type="checkbox"/>
<b>Box 2: LEVEL OF ACTION</b>	Non-Credit <input type="checkbox"/>	Undergraduate <input type="checkbox"/>	Graduate <input checked="" type="checkbox"/>	OTHER <input type="checkbox"/>

Box 3: ACTION ITEM (check appropriate boxes)		DOCUMENTS REQUIRED (see box 4 below)	IMPACT REVIEWS (see box 5 on back)	APPROVAL SEQUENCE (see box 6 on back)
<input type="checkbox"/>	1. Experimental Course <sup>1</sup>	NOP	a, c, e	AC
<input type="checkbox"/>	2. Course Title	NO		ABCD
<input type="checkbox"/>	3. Course Credits	NO		ABCD
<input type="checkbox"/>	4. Course Number	NO		ABCD
<input type="checkbox"/>	5. Course Level	NO		ABCD
<input type="checkbox"/>	6. Pre & Co-Requisite	NO		ABCD
<input type="checkbox"/>	7. Course Description	NOP		ABCDEF
<input checked="" type="checkbox"/>	8. New Course	NOP		ABCDEF
<input type="checkbox"/>	9. Deactivate a Course	NO		ABCDEF
<input type="checkbox"/>	10. Program Requirements	NO	b, c, d, e	ABCDEF
<input type="checkbox"/>	11a. UG Specialization (24 credits or less)	NO	a, b, c, d, e	ABCDEF
<input type="checkbox"/>	11b. Masters Specialization (12 credits or less)	NO	a, b, c, d, e	ABCDEF
<input type="checkbox"/>	11c. Doctoral Specialization (18 credits or less)	NO	a, b, e	ABCDEF
<input type="checkbox"/>	12. Closed Site Program	NOT	e	ABCDEHIK
<input type="checkbox"/>	13. Program Suspension <sup>9</sup>	NO,5	a, e	ABCDEGIK
<input type="checkbox"/>	14a. Certificate Program (ug/g) exclusively within existing degree program	NO	a, c, e	ABCDEFHIK
<input type="checkbox"/>	14b. Certificate Program (ug/g) where degree programs do not exist or where courses are selected across degree programs (12 or more credits)	NOQR, 6	a, c, e	ABCDEFHJL
<input type="checkbox"/>	15. Off-Campus Delivery of Existing Program	NO, 4	a, b, c, e	ABCDHIL
<input type="checkbox"/>	16a. UG Concentration (exceeds 24 credit hours)	NO, 5	a, c, d, e	ABCDEFGHJL
<input type="checkbox"/>	16b. Masters Concentration (exceeds 12 credit hours)	NO, 5	a, c, d, e	ABCDEFGHJL
<input type="checkbox"/>	16c. Doctoral Concentration (exceeds 18 credit hours)	NO, 5	a, c, d, e	ABCDEFGHJL
<input type="checkbox"/>	17. Program Title Change	NO, 5	a, c, d, e	ABCDEFGHJL
<input type="checkbox"/>	18. Program Termination	NO, 10	d, e	ABCDEFGHJK
<input type="checkbox"/>	19. New Degree Program	NOQR, 3,8	a, c, d, e	ABCDEFGHJL
<input type="checkbox"/>	20. Other	Varies	Varies	Varies

Box 4: DOCUMENTATION (check boxes of documents included)						
<input checked="" type="checkbox"/>	N.	This Cover Sheet	<input type="checkbox"/>	Q. Full 5-page MHEC Proposal	<input type="checkbox"/>	T. Other
<input checked="" type="checkbox"/>	O.	Summary Proposal	<input type="checkbox"/>	R. Financial Tables (MHEC)	<input type="checkbox"/>	
<input checked="" type="checkbox"/>	P.	Course Definition Document	<input type="checkbox"/>	S. Contract	<input type="checkbox"/>	

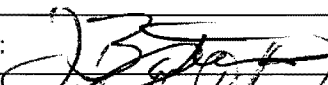
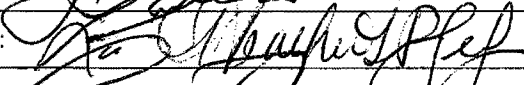
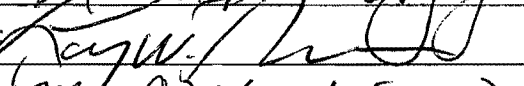
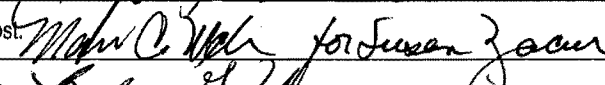
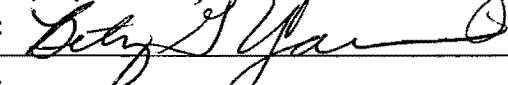
- Approval of experimental course automatically lapses after two offerings unless permanently approved as a new course.
- Codes: a) Library Services (Langsdale or Law) b) Office of Technology Services c) University Relations d) Admissions
- Letter of Intent is required by USM at least 30 days before a full proposal can be submitted. Letter of Intent requires only the approval of the dean and the provost and is forwarded to USM by the Office of the Provost.
- One-page letter to include: Program title & degree/certificate to be awarded; resources requirements; need and demand; similar programs; method of instruction; and oversight and student services (MHEC requirement)
- One-page letter with description and rationale (MHEC requirement)
- One or two-page document that describes: centrality to mission; market demand; curriculum design; adequacy of faculty resources; and assurance program will be supported with existing resources. (MHEC requirement)
- Learning objectives, assessment strategies; fit with UB strategic plan
- Joint Degree Program or Primary Degree Programs require submission of MOU w/ program proposal. (MHEC requirement)
- Temporary suspension of program to examine future direction; time not to exceed two years. No new students admitted during suspension, but currently enrolled students must be given opportunity to satisfy degree requirements.

**DOCUMENT N: COURSE AND PROGRAM DEVELOPMENT COVER SHEET (Page 2 of 2)**

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<b>SHORT DESCRIPTION OF PROPOSAL</b> (state name of action item 1-20 and course name, code & number / program affected):
8. Create a new course, APPL 628, College Counseling. Counseling track of M.S. in Applied Psychology and Certificate in Professional Counseling Studies programs will utilize the course

10. Provide:
- evidence that the action is consistent with UB mission and can be implemented within the existing program resources of the institution.
  - proposed date after which no new students will be admitted into the program;
  - accommodation of currently enrolled students in the realization of their degree objectives;
  - treatment of all tenured and non-tenured faculty and other staff in the affected program;
  - reallocation of funds from the budget of the affected program; and
  - existence at other state public institutions of programs to which to redirect students who might have enrolled in the program proposed for abolition.
11. University Council *review* (for a recommendation to the President or back to the Provost) shall be limited to curricular or academic policy issues that may potentially affect the University's mission and strategic planning, or have a significant impact on the generation or allocation of its financial resources.

Box 5: IMPACT REVIEW	SIGNATURES (see procedures for authorized signers)	DATE
a. Library <input type="checkbox"/> No impact <input type="checkbox"/> Impact statement attached	Director or designee:	
b. OTS <input type="checkbox"/> No impact <input type="checkbox"/> Impact statement attached	CIO or designee:	
c. University Relations <input type="checkbox"/> No impact <input type="checkbox"/> Impact statement attached	Director or designee:	
d. Admissions <input type="checkbox"/> No impact <input type="checkbox"/> Impact statement attached	Director or designee:	
e. Records <input type="checkbox"/> No impact <input type="checkbox"/> Impact statement attached	Registrar or designee:	

Box 6: APPROVAL SEQUENCE		DATE
APPROVAL SIGNATURES		
A. Department / Division	Chair: 	04-13-09
B. Final faculty review body within each School	Chair: 	4/30/09
C. College Dean	Dean: 	4/28/09
D. Provost and Senior Vice President for Academic Affairs	Provost: 	5/18/09
E. Curriculum Review Committee (UFS subcommittee)	Chair: 	3/6/09
F. University Faculty Senate (UFS option)	Chair:	
G. University Council (see # 11 above)	Chair:	
H. President	President:	
I. Board of Regents – notification only		
J. Board of Regents – approval		
K. MHEC – notification only		
L. MHEC – approval		
M. Middle States Association notification	Required only if the mission of the University is changed by the action	

**DOCUMENT O: SUMMARY PROPOSAL**

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<b>DEPARTMENT / DIVISION:</b> Division of Applied Behavioral Sciences		
<b>SHORT DESCRIPTION OF PROPOSAL</b> (state action item 1-23 and course name & number or program affected):		
8. Create a new course, APPL 628, College Counseling/M.S. in Applied Psychology (Counseling Track) and Certificate in Professional Counseling Studies programs will utilize the course		
<b>PROPOSED SEMESTER OF IMPLEMENTATION:</b> Fall Spring Summer <b>XX</b> Year: 2010		

O-1: Briefly describe what is being requested:

It is proposed that a College Counseling course, taught as an experimental course in Summer sessions in 2008 and planned for Summer, 2009, become a permanent course offering.

For new courses or changes in existing courses (needed by Registrar)

<b>OLD Title:</b> Special Topics: College Counseling	<b>Course # / HEGIS Code:</b> APPL 629	<b>Credits:</b> 3
<b>NEW Title:</b> College Counseling	<b>Course # / HEGIS Code:</b> APPL 628	<b>Credits:</b> 3

O-2: Set forth the rationale for the proposal:

College Counseling fills an important niche in the course offerings for the counseling track of the Applied Psychology master's program. It is also an elective for students in the Certificate in Professional Counseling Studies program. For state licensure, students must complete 60 credits to qualify for licensure as Professional Counselors in Maryland and most other states. This requires 2-3 electives beyond required coursework, in which students can choose to develop specialized interests. In the past few years, we have developed such a "specialization" in college counseling. This course, followed by a practicum in college counseling has led to outside advanced externships and employment in college counseling. This course has become a popular one, and the demand for it is expected to continue.

## **Document P: Required Format for Course Definition Document**

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1. **Date Prepared:** 4/3/2009
2. **Prepared by:** Elaine Johnson, Ph.D.
3. **Department:** Division of Applied Behavioral Sciences
4. **Course Number(s), including HEGIS code(s):** APPL 628
5. **Course Title:** College Counseling
6. **Credit Hours:** 3
7. **Catalog Description (Paragraph should reflect general aims and nature of the course)**
8. This course is designed to provide students with an understanding of the issues and psychological problems of college students, and how they are treated in the college setting. The course will cover the assessment and treatment of disorders that characterize young adulthood, the core knowledge and skills of college counselors, and an orientation to college and university counseling centers.
9. **Prerequisites:** APPL 606, APPL 610, APPL 602
10. **Faculty qualified to teach course**  
Dr. Alissa Putman; Dr. Courtney Gasser; Dr. Elaine Johnson
11. **Course Type / Component (clinical, continuance, discussion, field studies, independent study, laboratory, lecture, seminar, supervision, thesis research, workshop)**  
  
Lecture/Discussion
12. **Suggested approximate class size:** 20-25
13. **Content Outline**
  1. College student developmental issues
  2. College student mental health – Are things getting worse?
  3. What are counseling centers to do?
  4. Informational interviews of counseling center staff
  5. What exactly do college counselors do all day?
  6. Unique ethical issues faced by college counselors
  7. Why a cookie cutter approach won't work
  8. The importance of consultation and outreach
  9. The career IS personal
  10. Strategies for small counseling centers

11. Marketing strategies
12. Self-care
13. Trends and best practices in college counseling
14. Job-seeking

**14. Learning Goals**

By the end of the semester students will be able to

1. describe mental health issues the commonly occur among college students
2. describe the core work activities of counselors working in college settings
3. describe differences among college counseling centers
4. discuss the unique ethical challenges presented to college counselors
5. develop an outreach program on a topic of interest for college students
6. think reflectively about the applicability of college counseling research
7. describe resources to help one find work in a college setting

**15. Assessment Strategies**

Classroom discussion and participation, research paper, exams

**16. Suggested Text(s) and Materials (example: textbooks, equipment, software, etc.)**

Davis, D.C. & Humphrey, K.M. (Eds.). (2000). *College Counseling: Issues and Strategies for a New Millennium*. Alexandria, VA: American Counseling Association.

Kadison, R., & DiGeronimo, T.F. (2004). *College of the Overwhelmed: The Campus Mental Health Crisis and What to Do About It*. San Francisco, CA. Jossey-Bass.