

DOCUMENT N: COURSE AND PROGRAM DEVELOPMENT COVER SHEET

See Course and Program Development Policy and Procedures for Instructions

SCHOOL: LAW <input type="checkbox"/> MSB <input type="checkbox"/> YGCLA <input checked="" type="checkbox"/>	Contact Name: Dr. John Bates	Phone: 6560
DEPARTMENT / DIVISION: Division of Applied Behavioral Sciences		
SHORT DESCRIPTION OF PROPOSAL (state action item 1-23 and course name & number or program affected):		
2, 4, and 7 Modifications of an existing course: PSYC 311 Counseling <i>to PSYC 340</i>		
PROPOSED SEMESTER OF IMPLEMENTATION: Fall <input checked="" type="checkbox"/> Spring <input type="checkbox"/> Year: 2007		

Box 1: TYPE OF ACTION	ADD(NEW) <input type="checkbox"/>	DEACTIVATE <input type="checkbox"/>	MODIFY <input checked="" type="checkbox"/>	OTHER <input type="checkbox"/>
Box 2: LEVEL OF ACTION	Non-Credit <input type="checkbox"/>	Undergraduate <input checked="" type="checkbox"/>	Graduate <input 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)
	1. Experimental Course ¹	NOP	a, c, e	AC
<input checked="" type="checkbox"/>	2. Course Title	NO		ABCD
	3. Course Credits	NO		ABCD
<input checked="" type="checkbox"/>	4. Course Number	NO		ABCD
	5. Course Level	NO		ABCD
	6. Pre & Co-Requisite	NO		ABCD
<input checked="" type="checkbox"/>	7. Course Description	NOP		ABCD
	8. New Course	NOP		ABCDEF
	9. Deactivate a Course	NO		ABCDEF
	10. Program Requirements	NO	b, c, d, e	ABCDEF
	11a. UG Specialization (24 credits or less)	NO	a, b, c, d, e	ABCDEF
	11b. Masters Specialization (12 credits or less)	NO	a, b, c, d, e	ABCDEF
	11c. Doctoral Specialization (18 credits or less)	NO	a, b, e	ABCDEF
	12. Closed Site Program	NOT	e	ABCDHIK
	13. Program Suspension ⁹	NO,5	a, e	ABCDEGIK
	14a. Certificate Program (ug/g) exclusively within existing degree program	NO	a, c, e	ABCDEFHIK
	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
	15. Off-Campus Delivery of Existing Program	NO, 4	a, b, c, e	ABCDEFHIL
	16a. UG Concentration (exceeds 24 credit hours)	NO, 5	a, c, d, e	ABCDEFGHJL
	16b. Masters Concentration (exceeds 12 credit hours)	NO, 5	a, c, d, e	ABCDEFGHJL
	16c. Doctoral Concentration (exceeds 18 credit hours)	NO, 5	a, c, d, e	ABCDEFGHJL
	17. Program Title Change	NO, 5	a, c, d, e	ABCDEFGHJL
	18. Program Termination	NO, 10	d, e	ABCDEFGHIK
	19. New Degree Program	NOQR, 3,8	a, c, d, e	ABCDEFGHJL
	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 checked="" type="checkbox"/>	O. Summary Proposal	<input type="checkbox"/>	R. Financial Tables (MHEC)
<input checked="" type="checkbox"/>	P. Course Definition Document	<input type="checkbox"/>	S. Contract
			T. Other

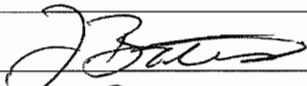
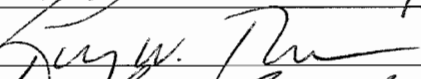
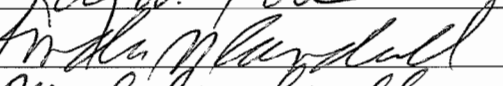
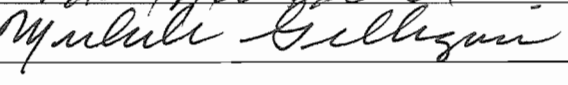
- Approval of experimental course automatically lapses after two offerings unless permanently approved as a new course.
- Codes: a) Library Services (Langsdale or Law) b) Office of Technology Services c) University Relations d) Admissions
- Letter of Intent is required by USM at least 30 days before 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.

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SCHOOL: LAW <input type="checkbox"/> MSB <input type="checkbox"/> YGCLA <input checked="" type="checkbox"/>
SHORT DESCRIPTION OF PROPOSAL (state name of action item 1-20 and course name, code & number / program affected):
2, 4, and 7 Modifications of an existing course: PSYC 311 Counseling

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	APPROVAL SIGNATURES	DATE
A. Department / Division	Chair: 	10-12-06
B. Final faculty review body within each School	Chair: Thomas E. Carney	10/24/06
C. College Dean	Dean: 	10/26/06
D. Provost and Senior Vice President for Academic Affairs	Provost: 	11/13/06
E. Curriculum Review Committee (UFS subcommittee)	Chair: 	11/7/06
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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DEPARTMENT / DIVISION: Division of Applied Behavioral Sciences		
SHORT DESCRIPTION OF PROPOSAL (state action item 1-23 and course name & number or program affected):		
2, 4, and 7 Modifications of an existing course <i>PSYC 311 TO PSYC 340</i>		
PROPOSED SEMESTER OF IMPLEMENTATION: Fall <input checked="" type="checkbox"/> Spring <input type="checkbox"/> Year: 2007		

O-1: Briefly describe what is being requested:

Updating course title and description to better fit program's applied psychology orientation, and numbering change to better fit sequencing in new PSYC curriculum.

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

OLD Title: Counseling	Course # / HEGIS Code: PSYC 311	Credits: 3
NEW Title: Counseling Psychology	Course # / HEGIS Code: PSYC 340	Credits: 3

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

Program revisions to meet needs of FSP provide the opportunity to change the name and rewrite the catalog description for this course to make it fit more clearly the program's applied psychology orientation. Requested course renumbering is more consistent with overall program numbering system.

Document P: Required Format for Course Definition Document

1. **Date Prepared:** 10/05/06
2. **Prepared by:** Elaine Johnson, Ph.D.
3. **Department:** Division of Applied Behavioral Sciences
4. **Course Number(s), including HEGIS code(s):** PSYC 340
5. **Course Title:** Counseling Psychology
6. **Credit Hours:** 3
7. **Catalog Description (Paragraph should reflect general aims and nature of the course)**
8. This course provides an introduction to the applied psychology field of counseling. History, theories and processes of counseling are surveyed, as are a variety of specializations and settings in which counseling is practiced. Discussions, demonstrations, and exercises give students an opportunity to explore counseling psychology as a career path.
9. **Prerequisites:** Psych 100
10. **Faculty qualified to teach course**
Dr. Courtney Gasser, Dr. Helga Walz, Dr. Elaine Johnson, Dr. Bridal Pearson
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. History and foundations of counseling and counseling psychology
 2. Professional, ethical, and legal aspects of counseling
 3. Diversity issues in counseling
 4. Personal aspects of counseling
 5. Overview of theories of counseling
 6. Counseling Activities and Modalities
 - Individual counseling
 - Group counseling
 - Consulting
 - Assessment and Testing

- Evaluation and Research
- 7. Specializations in counseling
 - School Counseling
 - Career Counseling
 - College Counseling
 - Marital and Family Counseling
 - Substance Abuse Counseling
 - Mental Health Counseling
 - Forensics
 - Research and teaching

14. Learning Goals

By the end of the semester students will be able to

1. describe the history of counseling and major current trends in counseling
2. iterate the professional preparation required for careers in counseling
3. identify the professional organizations and legal structures governing the profession
4. describe the fundamental ethical principles of counselors and apply them to specific case examples.
5. compare and contrast the foundational theories in counseling
6. describe fundamental counseling processes such as building a therapeutic relationship, assessment, treatment, termination and referral.
7. demonstrate knowledge of the practical domain of counselors and counseling psychologists in terms of specialties and settings.
8. demonstrate knowledge of the role personal traits, interests, and values in counseling
9. discuss their own personal traits, interests, and values as they relate to the role of the professional counselor and "fit" with the profession.
10. discuss the ways in which multicultural issues affect counseling processes, and ways of providing culturally-sensitive counseling.

15. Assessment Strategies

Written assignments, exams, classroom discussion and participation

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

Capuzzi, D., & Gross, D. (2000). *Introduction to the counseling profession*. Boston: Allyn & Bacon.

Gelso, C.J., & Fretz, B.R.(2001) *Counseling psychology*. Belmont, CA; Thomson

Gladding, S.(2007). *Counseling: A comprehensive profession*. Upper Saddle River, NJ: Prentice Hall.

Gladding, S.T. (2002). *Becoming a counselor: The light, the bright, and the serious*.

Alexandria, VA: American Counseling Association.

Kottler, J. (2005). *Introduction to therapeutic counseling: Voices from the field*. Belmont, CA: Thomson.

Moursund, J. & Kenny, M. (2002). *The process of counseling and therapy*. Upper Saddle River, NJ: Prentice Hall.

Nugent, F., & Jones, K.D. (2005). *Introduction to the profession of counseling*. Upper Saddle River, NJ: Prentice Hall

Neukrug, E.S. (2003) *The world of a counselor: An introduction to the counseling profession*. Belmont, CA: Thomson Learning.

Szuchman, L.T. (2002). *Writing with style: APA style for counseling*. Belmont, CA: Thomson.