

DRAFT

Senate Bill 1516-01

**UNIVERSITY SENATE
UNIVERSITY AT ALBANY
STATE UNIVERSITY OF NEW YORK**

Introduced by: Graduate Academic Council
University Policy and Planning Council

Date: November 16, 2015

**PROPOSAL TO ESTABLISH A MASTER OF SCIENCE (M.S.) PROGRAM IN
COUNSELING PSYCHOLOGY**

IT IS HEREBY PROPOSED THAT THE FOLLOWING BE ADOPTED:

1. That the University Senate approves the attached program proposal as submitted by the School of Education and approved by the Graduate Academic Council (GAC) and University Planning & Policy Council (UPPC).
2. That this proposal be forwarded to the President for approval.



Program Revision Proposal: Creating New Program(s) from Existing Program(s) Form 3B

This form should be used to seek SUNY's approval to create one or more new programs from existing, registered programs. *A campus is not required to submit a Program Announcement (PA) or a Letter of Intent (LI) for these types of new programs.* The Chief Executive or Chief Academic Officer should submit a **signed cover letter and this completed form** to the SUNY Provost at program.review@suny.edu.

Section 1. General Information	
a) Institutional Information	1. Institution Name: University at Albany 2. Institution's 6-digit SED Institution Code: 210500 3. Institution's Address: 1400 Washington Ave., Albany, NY 12222 4. <i>Additional Information:</i> Specify each campus and its 6-digit SED Institution Code where the program is registered and where the proposed changes would apply:
b) Contact Person for This Proposal	Name and title: Myrna L. Friedlander, PhD, Professor and Director of Doctoral Training Telephone: 518-442-5049 E-mail: mfriedlander@albany.edu
c) CEO (or designee) Approval	<p>Signature affirms that the proposal has met all applicable campus administrative and shared governance procedures for consultation, and the institution's commitment to support the program as revised.</p> Name and title: James R. Stellar, Senior Vice President for Academic Affairs and Provost Signature and date:
	<p>If the revised program will be registered jointly¹ with one more other institutions, provide the following information for each partner institution. The signature confirms support of the changes.</p>
	Partner institution's name: None Name and title of partner institution's CEO: Signature of partner institution's CEO:

Version 2013-10-17

¹ If the partner institution is non-degree-granting, see SED CEO Memo 94-04. .

Section 2. Multi-Award and Multi-Institution Programs

NOT APPLICABLE

Check one.

- This proposal is for a **multi-award program** that leads to two separate awards (e.g., A.S./B.A., B.S./M.S.). **Complete Part 2A, below.** *NOTE: Such programs generally involve special admissions for students who have the capacity to complete all awards, curricular integration between the component programs, and shortened time to degree compared to taking the programs separately.*
- This proposal is for a **multi-institution program** (also called a “jointly registered program”) to be offered jointly by two or more institutions. **Complete Part B, below.** *NOTE: Such programs involve a formal agreement between two or more institutions to offer courses leading to an award.*
- This proposal is for a **multi-institution, multi-award program** to be offered jointly by more two or more institutions and lead to two separate awards. **Provide a single, consolidated response that reflects all the items in Parts 2A and 2B, below.**

PART 2A – Multi-Award Program

NOT APPLICABLE

- a) Program Title:
- b) Program Awards ((e.g., B.A./M.S.) from existing programs):
- c) Proposed HEGIS Code:
- d) Required Number of Credits: Minimum 48 If tracks or options, largest minimum
- e) **Format:** Day Evening Weekend Evening/Weekend Not Full-Time
- f) **Mode:** Standard Independent Study External Accelerated
 Distance Education (**If 50% of more of the program can be completed via distance education, append a Distance Education Format Proposal at the end of this form.**)
- g) **Other:** Bilingual Language Other Than English Upper Division Program Cooperative
4.5 year 5 year
- h) List registered programs at the institution identified in Section 1 whose courses will contribute to this program. Add rows as needed.

	Program Title	Award	<u>SED Program Code</u>
Program 1			
Program 2			

- i) List all the courses required for each existing program, and indicate which ones will be counted toward both awards.
See point “i” below. The required courses for the PhD program are in the table, with the courses that count for both programs highlighted in yellow.
- j) What is the length of time students will have to complete the proposed program? 3 years

- k) What are the admissions requirements for the new program, and how are they related to student success?
- l) Complete a *SUNY Sample Program Schedule* to show how students will be able to schedule all required courses to complete the multi-award program.

PART 2B – Multi-Institution Program

NOT APPLICABLE

- a) Program Title:
- b) Are all partner institutions listed in Section 1, with CEO information and a signature for each partner?
 Yes No
- c) Proposed HEGIS Code:
- g) Required Number of Credits: Minimum If tracks or options, largest minimum
- d) **Format:** Day Evening Weekend Evening/Weekend Not Full-Time
- e) **Mode:** Standard Independent Study External Accelerated
 Distance Education **(If 50% of more of the program can be completed via distance education, append a Distance Education Format Proposal at the end of this form.)**
- f) **Other:** Bilingual Language Other Than English Upper Division Program Cooperative
4.5 year 5 year
- g) List all courses in the program and indicate which courses will be completed at each institution.
- h) Describe the administrative provisions for coordinating admissions, advisement and financial aid for the program between the two institutions.
- i) Describe the program’s policies governing residency requirements and tuition charges.
- j) Explain any other special arrangements or requirements arising from the multi-institution nature of the program.
- k) Complete a *SUNY Sample Program Schedule* to show how students will be able to schedule all required courses to finish the program.

Section 3. New Programs from Options, Concentrations or Tracks in an Existing Program

This section should be used to propose the creation of new programs from options, concentrations or tracks in existing, registered programs, which is sometimes called “disaggregation.” This section enables (but does not require) a campus to make the following types of revisions to an existing track at the same time the track becomes a separate program:

- new or significantly revised courses; and
- changes to the track’s admissions standards and program evaluation elements.

NOTE: A new program proposal must be submitted – instead of this section – when:

- the new program(s) will be offered at a different location than the campuses identified in Section 1; or
- a Master Plan Amendment is required for the new program(s).

PART 3A – REVISION OF EXISTING PROGRAM

NOT APPLICABLE

- a) Title:
- b) Award:
- c) HEGIS Code:
- d) SED Program Code:
- e) List the registered Options, Concentrations or Tracks and indicate which, if any, will be removed.
- f) If the existing program will have any changes to the program’s admissions standards or program evaluation elements, please describe them and explain why they are needed. Otherwise, affirm that the admissions standards and evaluation methods are unchanged from the current registered program.

PART 3B – PROPOSED NEW PROGRAM(S)

Provide the information requested below for each proposed new program to be registered separately.

- a) Title: Counseling Psychology
- b) Award: Master of Science
- c) HEGIS Code: 2004
- d) Required Credits: Minimum [48] If tracks or options, largest minimum []
- e) Describe the new program and the rationale for converting the existing coursework to a separately registered program.

Only matriculated students in the PhD program in Counseling Psychology will be eligible to receive the new Master’s in Counseling Psychology. In other words, PhD students will be eligible to obtain a “master’s-along-the-way” after they have completed 48 credits in the PhD program and successfully completed an evidence-based case conceptualization, to be called “the second-year scientist-practitioner project.” This project will entail a written conceptualization of a client case with whom the student has worked clinically, including a theoretical rationale and empirical support. To successfully complete the project, two core faculty members in the counseling psychology PhD program will need to approve the written document and the student’s oral presentation of the project.

The purpose for this new degree is threefold. First, allowing doctoral students who enter the PhD program directly from undergraduate studies to obtain a master’s degree after 48 credits will make our program more competitive with other similar programs nationally who offer students a “master’s-along-the way.” (We are often asked by applicants to the PhD program if they will receive this degree.) Second, obtaining a master’s degree will help our students be more competitive for the full year, pre-doctoral internship, which is required for the PhD. Many internship sites require a master’s degree. Currently our students who enter the PhD program without a master’s degree are ineligible to apply for these internships. Since internships have become increasingly more competitive (there is an imbalance nationally, with many more PhD applicants than available internship sites), it is essential for our PhD students to be as competitive as possible. The full-time internship is the capstone experience for all applied psychology PhD students in programs accredited by the American Psychological Association, and obtaining an accredited internship is required for employment in VA hospitals and other clinical settings. Third, completion of the “second-year scientist-practitioner project” will prepare students for the Doctoral Qualifying Examination and for applying for internship.

- f) If the new program will have any new or significantly revised courses, list them here and attach a syllabus for each one.

There will be no new courses.

- g) If the new program will have any changes to the program’s admissions standards or program evaluation elements, please describe them and explain why they are needed. Otherwise, affirm that the admissions standards and evaluation methods are unchanged from the current registered program.

There will be no changes whatsoever to the PhD program’s admission standards or program evaluation elements. That is, the admissions standards and evaluation methods will be unchanged from the currently registered PhD program in Counseling Psychology.

h) Explain the expected impact of the new program on existing programs.
There will be no impact on existing programs

i) Describe adjustments the institution will make to its current resource allocations to support the new program.

No new allocations will be required to support the new program, as students will be eligible to obtain the Master of Science “along the way” to the PhD program.

j) Complete the appropriate *Sample Program Schedule* to show how students can complete all required courses in the new program.

The proposed 48-credit Master of Science in Counseling Psychology will be obtained after students have completed all of the required courses highlighted in grey below. The remaining courses in the table (those that are not highlighted in grey and all those in Terms 5-10) are requirements for the PhD in Counseling Psychology; the table is a sample program sequence for completion of the Master of Science and the PhD in Counseling Psychology in 5 years.

Term 1: Fall 1				Term 2: Spring 1			
Course Number & Title	Credits	New	Co/Prerequisites	Course Number & Title	Credits	New	Co/Prerequisites
Intro to Counseling Theory & Practice (ECPY 601)	3		Graduate in counseling program	Assessment in Counseling Psychology I (ECPY 706)	3		Doctoral student in counseling psychology
Pre-practicum in Counseling Psychology (ECPY 700)	3		Doctoral student in counseling psychology	Ethics and Professional Issues (ECPY 702)	3		Doctoral student in counseling psychology
Advanced Career Development (ECPY 605)	3			Statistical Methods II (EPSY 630)	3		Statistics I (ECPY 530) or equivalent
Research Principles and Methods in Counseling (ECPY 767)	3		Undergraduate coursework in statistics	History and Systems of Psychology (EPSY 700)	3		
Advanced Learning & Instruction (EPSY 610)	3		Consent of instructor	Psychopharmacology with Diverse Populations (ECPY 730) OR Seminar in Social Psychology: From Basic Theory to Health-Related Applications (ECPY 760)	3		Consent of instructor
Term credit total:	12			Term credit total:	12		
Term 3: Fall 2				Term 4: Spring 2			
Course Number & Title	Credits	New	Co/Prerequisites	Course Number & Title	Credits	New	Co/Prerequisites
Advanced Practicum I in Counseling Psychology (ECPY 805)	6		ECPY 706 and doctoral student in counseling psychology	Advanced Practicum II in Counseling Psychology (ECPY 806)	6		ECPY 805 and doctoral student in counseling psychology
Theory, Research & Practice in Counseling Psychology I (ECPY 704)	3		ECPY 601 and doctoral student in counseling psychology	Theory, Research & Practice in Counseling Psychology II (ECPY 705)	3		ECPY 704 and doctoral student in counseling psychology
Assessment in Counseling Psychology II (ECPY 707)	3		ECPY 706 and doctoral student in counseling psychology	Regression Analysis for Counseling Research (ECPY 724)	3		EPSY 630 or equivalent
			Doctoral student in				

Multicultural Counseling (ECPY 750)	3		counseling psychology; previously an elective – now will be required	Survey of Psychopathology (APSY 640)	3		Consent of instructor
Term credit total:	12			Term credit total:	12		
Term 5: Fall 3				Term 6: Spring 3			
Course Number & Title	Credits	New	Co/Prerequisites	Course Number & Title	Credits	New	Co/Prerequisites
Advanced Practice in Special Populations in Counseling Psychology (ECPY 808)	3		ECPY 805 and 806; doctoral student in counseling psychology	Advanced Practice in Special Populations in Counseling Psychology (ECPY 808)	3		ECPY 805 and 806; doctoral student in counseling psychology
Foundations and Techniques of Group Counseling (ECPY 718)	3			Multivariate Methods for Research (EPSY 751)	3		Previously an elective – now will be required
Seminar in Social Psychology: From Basic Theory to Health-Related Applications (ECPY 760)	3	x	Doctoral student in a mental health related program	Proseminar in Research in Counseling Psychology (ECPY 820)	3		Doctoral research methods and statistics courses
Independent Study in Counseling Psychology (ECPY 890)	3		Consent of instructor	Research tool	3		Consent of advisor
Term credit total:	12			Term credit total:	12		
Term 7: Fall 4				Term 8: Spring 4			
Course Number & Title	Credits	New	Co/Prerequisites	Course Number & Title	Credits	New	Co/Prerequisites
Doctoral Dissertation (ECPY 899)	1		Formal acceptance of proposal by dissertation committee	Doctoral Dissertation (ECPY 899)	1		Formal acceptance of proposal by dissertation committee
Supervision and Consultation (ECPY 840)	3		2 years of supervised clinical practica; previously an elective – now will be required				
Term credit total:	4			Term credit total:	1		
Term 9: Fall 5				Term 10: Spring 5			
Course Number & Title	Credits	New	Co/Prerequisites	Course Number & Title	Credits	New	Co/Prerequisites
Internship in Counseling Psychology (ECPY 895)	1		ECPY 805, 806, 808 and major course requirements in the counseling psychology program, as well as consent of faculty and doctoral training director	Internship in Counseling Psychology (ECPY 895)	1		ECPY 805, 806, 808 and major course requirements in the counseling psychology program, as well as consent of faculty and doctoral training director
Term credit total:	1			Term credit total:	1		

Section 4. SUNY Faculty Table


- a) If applicable, provide information on faculty members who will be teaching new or significantly revised courses in the program. Expand the table as needed.

NOT APPLICABLE

- b) **Append** at the end of this document position descriptions or announcements for each to-be-hired faculty member.

c) **NOT APPLICABLE**



To: James Stellar
Provost and Senior Vice President for Academic Affairs
From: Robert Bangert-Drowns
Dean, School of Education 
Date: May 15, 2015
Subject: Proposal for new MS program in Counseling Psychology

The enclosed proposal for a new Master's of Science degree in Counseling Psychology is designed to enable Ph.D. students to obtain a master's-along-the-way after they have completed 48 credits in the Ph.D. program. The new degree will be available only to registered Ph.D. students and will not require the development of new courses.

The purpose for this new degree is threefold:

- allow doctoral students who enter the Ph.D. program directly from undergraduate studies to obtain a master's degree after 48 credits will make our program more competitive with other, similar programs that offer students a master's-along-the-way
- obtaining a master's degree will help our students be more competitive for the full year, pre-doctoral internship, which is required for the Ph.D., since many internship sites require a master's degree. Currently, students who enter our Ph.D. program without a master's degree are ineligible to apply for these internships.
- completion of the new master's will prepare students for their doctoral qualifying examination and for applying for internship.

If you approve of this proposal, please let us know via an email, and we will forward the proposal to the Graduate Academic Council.



To: Members of the Graduate Academic Council, the University Policy and Planning Council, and the University Senate

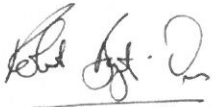
From: Kevin P. Quinn, Chair

Subject: Proposal for Master of Science Degree in Counseling Psychology

Date: October 5, 2015

Faculty members in the Division of Counseling Psychology, within the Department of Educational and Counseling Psychology, have proposed a new master's degree program that may be earned by students in the unit's doctoral program enroute to their Ph. D. The proposal has my full support. Specified requirements for the master's degree are consistent with departmental norms and we have the needed resources to make the program operational. I concur with the rationale for the program as articulated in the proposal and I find the reported benefits to our students entirely credible and worthwhile. Moreover, the proposed program was reviewed by department faculty and received a unanimous vote of support in May of 2015.



To: Members of the Graduate Academic Council, the University Policy and Planning Council, and the University Senate
From: Robert Bangert-Drowns 
Dean
Subject: Proposal for Master of Science Degree in Counseling Psychology
Date: October 1, 20015

The proposal for a new Master of Science degree in Counseling Psychology is sensible in every way... and overdue. Our Counseling Psychology program has been highly ranked nationally for many years, but our doctoral students could benefit by having the option of obtaining a master's degree as they progress. With a master's degree in hand, they would have more options for pre-doctoral internships. Obtaining this master's degree would be an important marker of progress in the doctoral program, one that acknowledges the ongoing professionalization of these graduate students. Completion of a capstone project for the master's degree will be an important opportunity for self-reflection and conversation with counseling psychology faculty and anticipate kinds of tasks expected in advanced doctoral work. The program would make our doctoral program more comparable with peer programs around the country that already have a "master's-along-the-way" option. And the program will capitalize on courses already in existence and currently being offered in the doctoral program, so no new courses or personnel are needed for this program.

I wholeheartedly endorse the proposal and look forward to its implementation in our Counseling Psychology division.

September 24th, 2015

Dear University Senate members,

On behalf of the Doctoral Students Association for the Department of Counseling Psychology, I am writing to convey our profound interest in the addition of the option for students to receive their Master's degree along the way in our doctoral program. We endorse the addition of this option for many reasons: To make our students more competitive, to make our program more competitive, and to offer more flexibility for students in their pursuit of summer jobs.

For students to receive their Master's degree along the way through the program, they would have to complete a scientist-practitioner project in their second year. The project would enhance students' clinical skill levels and be an incredible learning opportunity that would better prepare them for the Doctoral Qualifying Examination. Furthermore, students would be more competitive in their internship applications as well since most internship sites look specifically for students who already have their Master's degree. This provides a dual effect: It would enhance the probability of students in getting matched with an accredited internship, and these improved outcomes would reflect well on the UAlbany program and bolster and reinforce its prominent national standing. Thus in addition to being a benefit for students, the option would also make UAlbany a more competitive program, on par with other programs that already offer this option for students.

Students who enter the program without their Master's degree would also appreciate the increased flexibility that this initiative would offer them. In the summers between classes, students could pursue clinical jobs and augment their savings, which would both provide them with more experience and benefit their income.

From our perspective, we find no real or foreseeable disadvantages to the addition. It is tremendously beneficial for both UAlbany's Counseling Psychology doctoral program *and* the current and future graduate students within the program. As the doctoral students in the Department of Counseling Psychology unanimously support this initiative, we highly encourage your support for it as well.

Best regards,

Melissa Ertl
President, Doctoral Students Association
mertl@albany.edu



UNIVERSITY
AT ALBANY
State University of New York

Department of Psychology
College of Arts and Sciences

MEMORANDUM

TO: Graduate Academic Council and University at Albany Senate

FROM: M. Earleywine

Professor and Training Director, Clinical Psychology

DATE: September 28, 2015

Prof. Myrna Friedlander, the current Training Director of the PhD program in Counseling Psychology, shared with me the details of that program's initiative to create a MS degree in Counseling Psychology within the PhD program in Counseling Psychology. It is my understanding that students entering that PhD program could complete a "capstone scientist-practitioner project," and that after completing that project successfully and successfully completing 48 credits (the same 48 credits they take anyway as part of the doctoral program), they would be able to apply for this "master's-along-the-way."

As Training Director of the Clinical Psychology program, I am supportive of this initiative. It is a common practice Clinical Psychology programs around the country, as it is in Counseling Psychology. In our own Clinical Psychology program, we have had a "master's-along-the-way" in place for several decades. We have found that offering this opportunity makes our program more competitive for applicants coming directly from undergraduate studies, and our doctoral students are more competitive when applying for the full-year internship at sites that require a master's degree. Additionally, with a master's degree our doctoral students are more able to find professional work in the field during the summers of their doctoral program. A masters degree helps students acknowledge their progress along the way to finishing the doctorate. It also helps them qualify for positions at practicum sites in the community, confirming their mastery of relevant theories and techniques associated with the psychotherapy process.

As a faculty, we have found that the Master's in Clinical Psychology benefits our doctoral students and our program, which is accredited by the American Psychological Association (like the Counseling Psychology program in the School of Education), in the ways I have indicated above.

Thus, I am in strong support of this initiative and perceive no barriers to its success in attracting applicants to the Counseling Psychology program and in better preparing PhD students who enter the Counseling Psychology program without prior clinical training.



M E M O R A N D U M

To: The Graduate Academic Council

From: George Litchford, Ph.D.
Director of the Psychological Services Center

Date: September 29, 2015

Re: Initiative for an MS degree in Counseling Psychology

Dr. Myrna Friedlander, the current Director of the Counseling Psychology program at this University, shared with me the department's plans to develop an initiative for an MS degree in Counseling Psychology. Students entering the PhD program would complete a "capstone scientist – practitioner project", and they would successfully complete 48 hours of credits. These 48 credit hours are the same credits they would be taking as part of the doctoral program. As a result they would be able to apply for an MS degree; a "masters along the way" program. The council should note that the Clinical Psychology has had a similar program in place for several decades.

As the Director of the Psychological Services Center, the training clinic for both the counseling psychology and clinical psychology programs on this campus, I am supportive of this initiative as many doctoral programs across the country have a similar program. Having this program built into the doctoral program helps the program with attracting new students to the doctoral program. It also benefits students and helps practicum sites and internship sites as it indicates that the doctoral students have a mastery of relevant topics and techniques within the Counseling Psychology field. This is especially the case where the practicum site or internship site relies upon insurance money to fund their training program. The insurance entities, especially managed-care companies, often recognize the MS degree as a foundation degree for receiving a third-party reimbursement.

I'm very supportive of this program. I do not see that it would create any problems relative to the admission of new students. Its major benefit as I indicated before is to grant the doctoral students MS degree status in Counseling Psychology which may help them in their professional career; especially in terms of internship application which is a highly competitive process.

GL:clf