Resolution # 29  2010-2011
College Senate

TO: Dr. John R. Halstead, College President

FROM: The College Senate: April 18, 2011

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

SUBJ: Certificate in Advanced Studies Program: College
       Counseling Bridge (routing #40.10-11GC)

Signed: [Signature] Date: 04/21/11
(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: 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 ___/___/____
    b. Comment:

Signed: [Signature] Date: 04/27/11
(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.
INSTRUCTIONS – please, no multiple attachments – submit each proposal electronically as one Word document.

- Submit only complete proposals with this cover page, attachments and support letters from your department chair and dean merged into one Word document.
- Signed documents may be submitted as hard copies.
- Use committee guidelines available at brockport.edu/collegesenate/proposal.html.
- Locate the Resolution # and date this proposal will replace at our “Approved Resolutions” page on our Web site.
- Do not send your proposal as a .pdf file unless you've used the General Education Forms.
- Email your proposal as one attachment to senate@brockport.edu. Signed pages can be sent/faxed as hard copies.
- All revisions must be resubmitted to senate@brockport.edu 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.
   Proposal for CAS Program: College Counseling Bridge

2. BRIEF DESCRIPTION OF PROPOSAL:
   This is a 12 credit hour Certificate in Advanced Studies program for practicing counselors with Masters degrees. The purpose of this program is to assist practicing counselors to accrue the knowledge and experience necessary to practice college and student affairs counseling.

3. WILL ADDITIONAL RESOURCES AFFECTING BUDGET BE NEEDED? _X__ NO ___ YES
   EXPLAIN YES

4. DESCRIBE ANY DATA RELATED TO STUDENT LEARNING OUTCOMES ASSESSMENT USED AS PART OF THE RATIONALE FOR THE REQUESTED SENATE ACTION.

5. HOW WILL THIS EFFECT TRANSFER STUDENTS: N/A

6. ANTICIPATED EFFECTIVE DATE: September 2011

7. SUBMISSION & REVISION DATES: PLEASE DATE ALL REVISED DOCUMENTS TO AVOID CONFUSION.

8. SUBMITTED BY: (contact person)
   Name: Thomas J. Hernández, EdD, LMHC
   Department: Counselor Education
   Phone: 585.395.2258
   Email: THERNANTEZ@BROCKPORT.EDU

9. COMMITTEES TO COPY: (Senate office use only)

<table>
<thead>
<tr>
<th>Standing Committee</th>
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<tbody>
<tr>
<td>__ Bylaws Committee</td>
<td>Standing Committee</td>
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<tr>
<td>__ Enrollment Planning &amp; Policies</td>
<td>Executive Committee</td>
<td>3/28/11</td>
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<td>__ Faculty &amp; Professional Staff Policies</td>
<td>Passed GED’s to Vice Provost</td>
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<td>__ General Education &amp; Curriculum Policies</td>
<td>Senate</td>
<td>4/4/11, 4/18/11 vote</td>
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<td>__ Graduate Curriculum &amp; Policies</td>
<td>College President</td>
<td>OTHER</td>
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<td>__ Student Policies</td>
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<tr>
<td>__ Undergraduate Curriculum &amp; Policies</td>
<td>REJECTED - WITHDRAWN</td>
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</tbody>
</table>

NOTES:
Proposal for CAS Program:
College Counseling Bridge

Rationale

Context

Regulations for certification and licensure in the State of New York continue to limit occupational opportunities for students in counseling programs. College Counselors in the State of New York are not subject to certification or licensure, yet clearly have specific training needs in order to be effective on college campuses. Thus, school and mental health counselors not trained for work on a college campus may want the training and experience that a CAS in College Counseling provides if interested in working in the myriad of settings in which college counselors work across student affairs on a college campus. School Counselors in the State of New York are required to be certified as school counselors in order to be eligible for employment. Such certification requires the completion of 60 credit hours. Additionally, in order to be able to perform the function of a counselor in a community mental health agency, counselors must be licensed with the LMHC credential (Licensed Mental Health Counselor) such licensure requires the completion of a Masters program in counseling, 60 credit hours, and specific curricular criteria. Thus, each of these carries with it a curricular training program that must be adhered to. It is also important to note that the State University of New York has determined that all new hires as counselors in SUNY College Counseling Centers must have the LMHC credential. This program seeks to increase career opportunities for counselors and expand training for individuals across the State of New York.

The current economic recession has led to a decrease in the growth of counseling opportunities in Western New York school, college and university, and mental health agency settings. Some school districts across the state have begun looking at ways to reduce expenditures by seeking reimbursement for mental health services rendered in the context of the work of the school counselor. Some local schools have expressed a preference for dual credential/licensed (that is, certified in New York as a school counselor and licensed as a mental health counselor) counselors. School districts find this an attractive blend, indicating that substance issues and issues of psychopathology are increasing in school settings; the added LMHC license not only provides additional training to the school counselor, but also allows the school districts to receive third-party payment for services. Some school districts across the state of New York have thus been changing their hiring practices, preferring to hire not only candidates with the required certification in school counseling, but additionally having the LMHC (licensed mental health counselor) credential that can only come from training in a mental health counseling program.

School counselors are also looking for additional occupational options, given that school counselors must be certified as such, and licensed mental health counselors must be licensed as such, and their training programs require practical experience in the respective setting, but not both. The proposed programs can offer school counselors an
educational route to these additional career alternatives offered. It should be noted that every applicant to our program for Fall 2011 admission that has met with department members has asked if the department offers a program like the one proposed herein, in the hopes of becoming school counselor certified and licensed as a mental health counselor: The goal for these prospective students is to maximize their occupational opportunities. This clearly speaks to a demand for this program.

Demand
Despite the current employment conditions, the US Bureau of Labor Statistics (USBLS, 2008) expects an overall increase in the employment of counselors between 2006 and 2016, which is much faster than the average for all occupations. This projected growth is echoed by the Occupational Outlook Handbook (2008) with an increase that is expected to be on the order of 21%.

The structure of our current programs require our students, who are interested in college counseling, to make difficult choices. In August of 2008, in response to the Virginia Tech tragedy, SUNY declared that all counselors in college counseling centers on their campuses must carry the LMHC license, pointing to the need for college counselors to have this license. If students wish to work in SUNY counseling centers they need to pursue their LMHC license, however, if they want to be employed in any other college position, including non-SUNY counseling centers, they need to pursue the college counseling program. Given the current job market, this is a difficult choice for our students. Finally, school counselors who once had the opportunity in New York to run a private practice can no longer do so without the Licensed Mental Health Counselor (LMHC) license.

It should be noted that the question about the possibility of having individuals with both NYS school counselor certification and licensure as mental health counselor (LMHC) has come up in several venues, including New York Association of Counselor Education and Supervision (NYACES) meetings, High School Director of Counseling Meetings, the Western New York School Counseling Consortium meetings, and in private conversations with alumni. Many have mentioned their awareness of the University of Rochester’s dual emphasis program (school and mental health) and other “bridge” programs across the State; through NYACES meetings it has become clear that several other colleges that train counselors, are also looking to develop bridge programs (most recently, the New York Mental Health Counseling Association in December 2010 surveyed all counselor educators across New York to determine which colleges were developing or currently operating bridge programs).

We believe that there is a greater need for a “bridge” program, for individuals who are already graduates and credentialed counselors, who are interested in earning second credential or license. Anecdotally, students have been clamoring for this “dual credentialing” option for some time. In fact, four students who graduated this past May 2009 indicated that if an option had been made available to them, they would have taken advantage of it while a student at Brockport. Finally, the department has received numerous inquiries from NYS certified school counselors about whether we could provide them with the coursework and internship experiences they need to become licensed as mental health counselors. The chair receives between 5-10 such calls a semester.
This program will expand occupational opportunities for all counselors and meets the minimum requirements for licensure as Mental Health Counselor (LMHC) in the State of New York.

**Curriculum**

**Curriculum Focus:** The purpose of this program is to assist practicing counselors to accrue the knowledge and experience necessary to practice college and student affairs counseling.

Students applying for this program must have successfully completed a master’s degree in Counseling in order to be eligible for the CAS in College Counseling.

<table>
<thead>
<tr>
<th>Add on CAS for</th>
<th>CAS in College Counseling Curriculum</th>
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</table>
| College Counseling Bridge | 3 EDC 626: Counseling in College Settings  
3 EDC 722 or 723: Implementation I  
3 EDC 735: Clinical Experience for Implementation  
3 EDC 728 or 729: Implementation II |

Examines the organization and administration of higher education, including the history, growth and functions of colleges and universities. Discusses the law as it relates to student affairs professionals and the breadth and depth of counseling services on college campuses. 3 Cr.

**EDC 723 Implementation I: College Counselor (B).** *Prerequisites:* EDC 626, 685, 720, 721; *Corequisite:* EDC 735. Requires a minimum of a 20-hour per week approved college counseling internship. Students implement fundamental counseling tasks and other counseling duties under the supervision of a field supervisor and a faculty member. Focus is on consultation, internship experience, and the development of a thesis proposal and literature review. Also requires an on-campus seminar in which group supervision of internship experience occurs. 3 Cr. *Every Semester.*

**EDC 729 Implementation II: College Counselor (B).** *Prerequisites:* EDC 723, 735. Constitutes the second of the supervised college counselor internship (a minimum of 20 hours per week) and is a continuation of EDC 723. Students work under the supervision of a field supervisor. Focuses on enhancement of skills and knowledge, role and functions related to college counseling and completion of the thesis requirement. Also requires an on-campus seminar in which group supervision of internship experience occurs. 3 Cr. *Every Semester.*

**EDC 735 Clinical Experience for Implementation I (B).** *Corequisite:* EDC 722 or 723 or 724. Supervision emphasizes the practice and evaluation of a student’s
personal counseling style, implementation of concepts learned regarding the dynamics of individual counseling process, self-evaluation techniques, and knowledge and skills gained in the program so far. Develops a student’s ability to case conceptualize, develop client goals and focus client work in a therapeutic manner. 3 Cr. Every Semester.

There are no new courses for this program.

**Faculty credentials**
The Department of Counselor Education has six (6) full time faculty members assigned to the unit and will have a sixth faculty member join its ranks beginning fall 2008. These individuals are as follows:

- **Robert A. Dobmeier** (Assistant Professor)
  B.A. – St. John Vianney Seminary (1973)
  MSW – State University of New York at Buffalo (1979)
  Ph.D. – State University of New York at Buffalo (1996)

- **Dr. Kathleen Fallon** (Assistant Professor)
  B.A. – Salve Regina University
  M.S. – University of Florida (CACREP accredited program)
  Ph.D. – University of Florida (CACREP accredited program)

- **Patricia Goodspeed Grant** (Associate Professor)
  B.S. – State University of New York, Empire State College, Rochester, NY (1990)
  M.S. – Springfield College (1991)

- **Thomas J. Hernández** (Associate Professor)
  B.A. – University of Rochester (1985)
  M.S. – University of Rochester (1987)

- **Summer M. Reiner** (Assistant Professor)
  B.A. – State University of New York at Buffalo (1999)
  M.S. – Canisius College (2000)
  Ph.D. – University of Connecticut (2007)

- **Susan R. Seem** (Professor)
  B.A. – Wilmington College (1974)
  M.A. – Kutztown University (1983)

The academic appointments of all six (6) full-time faculty members are to the Counselor Education Department. The faculty vita are located in Appendix A. All faculty have a doctorate in counselor education or a closely related field.
• Dr. Robert A. Dobmeier has a Ph.D. from the State University of New York at Buffalo in Counselor Education.
• Dr. Kathleen M. Fallon has a Ph.D. from the University of Florida in Counselor Education, CACREP accredited program
• Dr. Patricia Goodspeed Grant has an Ed.D. from the University at Rochester in Counseling and Human Development
• Dr. Thomas J. Hernández has an Ed.D. from the University of Rochester in Counseling and Human Development.
• Dr. Summer M. Reiner has a Ph.D. in Educational Psychology: Counselor Education from the University of Connecticut.
• Dr. Susan R. Seem has a Ph.D. in Counseling Psychology from The Pennsylvania State University.

Dr. Robert A. Dobmeier
Dr. Dobmeier practiced as a counselor, supervisor and administrator in the private and public mental health sectors in Erie and Cattaraugus counties in the state of New York for many years. He has taught Research, Assessment, and Management courses prior to coming to The College at Brockport State University of New York. This is his first year teaching in the Department of Counselor Education. Currently, he teaches 9 credit hours per semester, which may include supervision of practicum and internship.

Dr. Kathleen M. Fallon
Dr. Fallon has worked as a career counselor, emergency screener, crisis counselor and substance abuse counselor in mental agencies for several years and worked as a private practitioner in the state of Florida. Prior to coming to The College at Brockport State University of New York, she has taught substance abuse counseling, introduction to counseling, GLBT counseling, and career development. She will be assigned to teach 9 credit hours per semester, including supervision of practicum and internship.

Dr. Patricia Goodspeed Grant
Dr. Goodspeed Grant has practiced counseling in a variety of settings including private practice, in a primary care setting, in a community college, in a Dislocated Worker Program, in a Career Development Services, in a chemical dependency setting, and in an employee assistance program. This is her 6th year teaching in the Department of Counselor Education. Currently, she teaches 9 credit hours per semester, which may include supervision of practicum and internship.

Dr. Thomas J. Hernández
Dr. Hernández has worked as a counselor and director in a number of college and university settings for approximately 13 years. This is his 10th year teaching in the Department of Counselor Education. Currently, he teaches 9 credit hours per semester, which may include supervision of practicum and internship.

Dr. Summer M. Reiner
Dr. Reiner practiced as a School Counselor at Gates Chili High School in Rochester, NY and DuVal High School in Lanham, MD for four years. Prior to coming The College at Brockport State University of New York, she taught practicum in counseling, group processes in counseling, career development in counseling and practicum fieldwork in counseling. This is her first year teaching in the Department of Counselor Education.
Currently she teaches 9 credit hours per semester, which includes supervision of practicum and internship.

**Dr. Susan R. Seem**

Dr. Seem has worked as a counselor in the community/mental health and college settings for approximately 13 years (community college in a program for women, four year college counseling center, group home for adolescent females, women in the criminal justice system, VA outpatient clinic). This is her 14th year teaching in the Department of Counselor Education. Currently, she teaches 3 courses a year in her role as chair.

In addition, the faculty all are active members of appropriate professional organizations:

**Dr. Robert A. Dobmeier** is a member of:
- American Counseling Association, July 2007 – present
- Association for Counselor Education and Supervision, July 2007 – present
- New York Counseling Association, August 2007 to present
- Chi Sigma Iota International, Nu Chapter, May 2007 to present

He is also licensed as a Mental Health Counselor (LMHC) in New York and is certified as a Rehabilitation Counselor (CRC).

**Dr. Patricia Goodspeed Grant** is a member in the following organizations:
- American Counseling Association
- International Association for Counseling
- New York Mental Health Counselors Association
- Association for Counselor Education and Supervision
- North Atlantic Regional Association for Counselor Education and Supervision
- New York Association for Counselor Education and Supervision
- New York Mental Health Counselors Association

Dr. Goodspeed Grant holds or has held leadership positions in the following organizations:
- Chair, Strategic Planning Committee New York Mental Health Counseling Association
- Secretary, Genesee Valley Chapter of the New York Mental Health Counseling Association
- Editorial Review Board Member, Journal of College Counseling, 2001-2004
- Neutral Ground Support Organization, Rochester, NY
  - Board Member, Facilitator, Facilitator Trainer
  - Vice-President, Board of Directors, 2002

She is also licensed as a Mental Health Counselor (LMHC) in New York and is a National Certified Counselor (NCC).

**Dr. Thomas J. Hernández** is a member of the following organizations:
- American Counseling Association
- National Career Development Association
- American College Counseling Association
- Association for Counselor Education and Supervision
- Association for Specialists in Group Work
- New York Counseling Association
Dr. Hernández holds or has held leadership positions in the following organizations:

- **New York Counseling Association**, Secretary (2007-2009)
- **Western New York School Counselors Consortium**, Steering Committee Member (2004 to date)
- **Western New York School Counselors Consortium**, Conference Coordinator (2004 to date)
- **New York Association for Counselor Education and Supervision**, President (2004-2006)

He is also licensed as a Mental Health Counselor (LMHC) in New York.

**Dr. Summer M. Reiner** is a member of the following organizations:

- **American Counseling Association**, Member, 1999 to present
- **American School Counselor Association**, Member, 2004 to present
- **Association for Adult Development and Aging**, Member, 1999 to present
- **Association for Counselor Education and Supervision**, Member, 2006 to present
- **Chi Sigma Iota**, Member, 2000 to present
- **Connecticut Counseling Association**, Member, 2006 to present
- **New York Counseling Association**, Member, 2000 to present
- **North Atlantic Region of the Association for Counselor Education and Supervision**, Member, 2006 to present

Dr. Reiner holds or has held leadership positions in the following organizations:

- **Webmaster, NARACES, 2007-2008**
- **Spring 2007 Program Reviewer for the American Counseling Association 2008 Conference**
- **Spring 2006 Program Reviewer for the American Counseling Association 2007 Conference**
- **Spring 2006 Program Reviewer for the North Atlantic Regional Association for Counselor Educations and Supervision 2006 Conference**
- **Secretary, Association for Adult Development and Aging, 2006-2008**
- **Task Force Committee Co-Chair, Association for Adult Development and Aging, 2005-2008**
- **Technology Chair, Association for Adult Development and Aging, 2002-2007**
- **Webmaster, Association for Adult Development and Aging, 2001-2007**
- **President elect, Association for Adult Development and Again, 2008-2009**

She also is permanently certified as a School Counselor and is a licensed Mental Health Counselor (LMHC) in the state of New York. She is also a National Certified Counselor (NCC).

**Dr. Susan R. Seem** is a member of the following organizations:

- **American Counseling Association**, 1983 - present
- **American College Counseling Association**, 1992 - 2008
- **Association of Counselor Education and Supervision**, 1993 - present
- **Association for Gay, Lesbian Bisexual and Transgendered Issues in Counseling**, 1997 - present
Dr. Seem holds or has held leadership positions in the following organizations:

- Chair, Council for Accreditation of Counseling and Related Educational Programs, 2002-2005
- Board member, Council for Accreditation of Counseling and Related Educational Programs, 1999-2002
- Chi Sigma Iota International, Nu Chapter, Faculty advisor 1999 – present
- President, New York Counseling Association, 2006-2007
- Past President, New York Counseling Association, 2007-2008
- Secretary, North Atlantic Region Association of Counselor Education and Supervision, 1997-1999
- Member, American Counseling Association Task Force on Women’s Issues in Counseling, 2001 to present
- Member, Human Rights Committee of the American Counseling Association, 1997-1999
- Co-chair, Human Rights and Diversity Committee of the Association for Specialists in Group Work, 1998-2000
- Member, Editorial Board Journal of Specialists in Group Work, 2002- present
- Editor to Special Issue of Journal of Specialists in Group Work: Group work in school counseling, 2007
- Member, American Counseling Association Professional Standards Committee, 2007 – 2008
- President, New York Association for Counselor Education and Supervision, 2002-2004

She also is licensed as a Mental Health Counselor (LMHC) in New York, is a National Certified Counselor (NCC) and an Approved Clinical Supervisor (ACS).

One additional faculty member (QAR) is currently being sought for this Department. The position vacancy announcement reads as follows:

Visiting Assistant Professor position in the Department of Counselor Education to begin Fall 2011. Requires ABD status in a doctorate in Counselor Education program by August 2011, professional and personal self-awareness, commitment to teaching students to work with diverse clients, and to experientially based education. Evidence of effective teaching, supervision, and appropriate professional memberships required. Experience in school, college, and/or mental health counseling is preferred. Ability to develop and teach online courses preferred. A degree from a CACREP approved doctoral program is preferred. The position begins August 22, 2011.
Programs in the department are CACREP accredited and experientially based. Departmental responsibilities include teaching four courses per semester, a commitment to service, a full-time presence on campus and may include the role of Clinical Coordinator. Credential review will begin November 22, 2010, continuing until position is filled.

This faculty position has the following qualifications:

<table>
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<td>• ABD status in a doctorate in Counselor Education program by August 2011</td>
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<td>• Evidence of personal and professional self-awareness</td>
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<td>• Evidence of effective teaching and supervision</td>
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<td>• Appropriate professional memberships</td>
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<td>• Evidence of commitment to and ability to work with a diverse population</td>
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<td>• Commitment to experientially based education</td>
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<th>Preferred Qualifications</th>
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<tr>
<td>• Earned doctorate in Counselor Education</td>
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<tr>
<td>• Graduate of a CACREP doctoral program</td>
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<tr>
<td>• Experience in school, college, and/or mental health counseling</td>
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<tr>
<td>• Demonstration of professional involvement</td>
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Individual course responsibilities are indicated in the curriculum portion of this proposal.

Students

Applicants are required to submit an application to the program. Upon a review of their application materials and subsequent admission into the program, students are assigned a faculty advisor who will assist the student in the development and submission of a Plan of Study within their first semester of study. Throughout their time as students, the faculty advisor provides ongoing guidance and support and will also serve as professional mentor.

Application Requirements

Applicants must possess a Masters degree in counseling. Data used to reach an admissions decision include:

1. A CAS application with the student’s written objectives for entering the program;
2. All graduate and undergraduate transcripts;
3. Three letters of reference (from an employer, a professor, and a character reference).

In addition there is a two-step interview process. Step one involves the response to a series of audiotaped vignettes. The faculty then review the candidates’ application materials (1,2, and 3) and the responses to the audiotaped vignettes and selected candidates are invited to a group interview on campus. This interview assesses sensitivity, oral/verbal ability, communicative skills (including feedback), self-awareness, and interpersonal skills.

After reviewing these data, the Counselor Education faculty discusses all information regarding each applicant. The decision to accept or reject an applicant lies wholly within the jurisdiction of the department.

This department has a history of successful graduates from its MS and MSEd programs as is evidenced from the following chart:
# Department of Counselor Education Graduates per year

**2003-2011**

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<th>EMPHASIS</th>
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<td>-</td>
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<td>Counselor</td>
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<td>16</td>
<td>20</td>
<td>18</td>
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## Resources and support programs

No additional resources are necessary.
February 7, 2011

To: Tom Hernandez, Chair
    Department of Counselor Education

Fr: Doug Scheidt, Dean
    School of Education & Human Services

Re: Four CAS Proposals

Please be aware that I am in full support of the five CAS proposals from the Department of Counselor Education. They provide important training and career development opportunities for professionals with masters’ degrees in school, college, or mental health counseling. As such, there appears to reasonable demand for these CAS programs, especially since they will not necessitate additional resources beyond the recent hire of a QAR. Nevertheless, they are expected to accrue enrollment revenues to the college in the form of additional graduate student credit hours.

The CAS in School Counseling (online) will provide school counselors the opportunity to earn their professional certification, requiring 12 additional credits beyond the master’s degree, in an online format. This may attract our own alumni as well as school counselors from elsewhere in New York State.

The three bridge proposals, CAS in School Counseling, CAS in Mental Health Counseling, and CAS in College Counseling would allow students with a master’s degree in counseling to add one of these specialized certificates to their training. In addition, the CAS in School Counseling would allow the candidate to receive the NYS School Counselor certification and the CAS in Mental Health Counseling would allow the candidate to apply for the Licensed Mental Health Counselor (LMHC) credential. In essence, these three certificates would allow a counselor to achieve a second area of expertise, expand career options, and perhaps earn a second credential (school or LMHC).

The CAS in School Counselor Supervision proposal is a minor change in title to clarify the focus of the certificate on supervision skills.
February 10, 2011

To: Dr. Doug Scheidt, Dean
   School of Education and Human Services

From: Dr. Susan Seem, Assistant to the Provost
       Graduate Education and Scholarship

Re: CAS proposals

I am in full support of the four CAS proposals from the Department of Counselor Education. The State of New York requires different curricular experiences and credentials/licenses for counselors depending upon their area of specialization. Thus school counselors and college counselors cannot practice as mental health counselors; mental health counselors cannot practice as school counselors and nor as college counselors depending upon the college or university. Also college counselors cannot practice as school counselors and in the State University of New York system college counselors cannot be hired in counseling centers unless they are licensed as mental health counselors. This limits the job opportunities for practicing counselors. The fours CAS bridge programs provide necessary training for counselors to expand their career opportunities and in essence allow practicing counselors to gain a second area of expertise and, perhaps achieve an additional license or credential (LMHC or school). As such there appears to be a good demand for these CASs.

The fifth CAS in School Counseling (online) provides provisionally certified school counselors additional 12 credits to apply towards permanent certification. The online format allows the flexibility in class time and teaching modality that many school counselors need given the demands on their time. This may attract not only our alumni but also school counselors across the state.

The CAS in School Counseling Supervision proposals reflects a minor change in title to clarify the focus of the certificate on supervision and leadership and will continue to appeal to school counselors who want intensive practice of skills.

Cc: Dr. Thomas Hernandez, Chair
    Department of Counselor Education