Resolution #32 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: School Counseling (routing #43-10-11GC)

Signed: ____________________________
Date: 4/21/11
(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: ____________________________
Date: 4/27/11
(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.
- 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, i.e. Graduation Probation/Dismissal Proposal rather than Graduation Proposal.

Proposal for CAS Program: School Counseling

2. BRIEF DESCRIPTION OF PROPOSAL:

This is a 12 credit hour CAS program. The purpose of this program is to develop the practicing school counselor’s advanced skills in diagnosis, consultation and family systems counseling. Students applying for this program must have successfully completed an MS degree in School Counseling in order to be eligible for the CAS in School Counseling. The core of this program develops the student’s skills in diagnosis and in systems approaches to counseling. Students then choose 2 additional elective courses. The elective courses include two online courses (allowing students to create a completely online program) and three classroom practicum courses (that allow students to develop additional hands on skills in the classroom if they so wish).

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.

<table>
<thead>
<tr>
<th>First Submission</th>
<th>Updated on</th>
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<th>Updated on</th>
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<tr>
<td>2/17/11</td>
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8. SUBMITTED BY: (contact person)

<table>
<thead>
<tr>
<th>Name</th>
<th>Department</th>
<th>Phone</th>
<th>Email</th>
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</thead>
<tbody>
<tr>
<td>Thomas Hernandez</td>
<td>Counselor Education</td>
<td>2258</td>
<td><a href="mailto:thernandez@brockport.edu">thernandez@brockport.edu</a></td>
</tr>
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9. COMMITTEES TO COPY: (Senate office use only)

<table>
<thead>
<tr>
<th>Standing Committee</th>
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<th>Dates Forwarded</th>
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</thead>
<tbody>
<tr>
<td>_Bylaws Committee</td>
<td>Standing Committee</td>
<td>2/17/11</td>
</tr>
<tr>
<td>_Enrollment Planning &amp; Policies</td>
<td>Executive Committee</td>
<td>3/28/11</td>
</tr>
<tr>
<td>_Faculty &amp; Professional Staff Policies</td>
<td>Passed GED’s to Vice Provost</td>
<td></td>
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<tr>
<td>__General Education &amp; Curriculum Policies</td>
<td>Senate</td>
<td>4/4/11 , 4/18/11 vote</td>
</tr>
<tr>
<td>nnGraduate Curriculum &amp; Policies</td>
<td>College President</td>
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<tr>
<td>_Student Policies</td>
<td>OTHER</td>
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<tr>
<td>_Undergraduate Curriculum &amp; Policies</td>
<td>REJECTED -WITHDRAWN</td>
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</table>
Proposal for CAS Program:  
School Counseling  
(online with hybrid option)

Rationale

Context

Upon graduation with a Masters degree in school counseling, individuals in the state of New York may apply for provisional certification as a school counselor. The College at Brockport currently has such a program, accredited by CACREP, for a total of 48 credit hours. School Counselors in the State of New York are then required to maintain their certification after completion of the Masters Degree to a total of 60 credits in order to acquire permanent certification as a school counselor. Because of increasing demands on the time of school counselors after the traditional work day, school counselors are challenged to complete these courses in traditional classroom courses. In an effort to provide relevant and professionally meaningful coursework for school counselors as they attempt to meet this state requirement and do so in a more convenient online format, this program is being offered.

Demand

The NYS Permanent Certificate in School Counseling requires the completion of a total of 60 credits in order to practice school counseling. All school counselors in the state of New York must complete the additional coursework necessary to bring them to the 60 credit hours in order to be eligible for permanent certification. There is a significant need. While many masters level school counseling students indicate an interest in completing our CAS program in School Counseling in order to accomplish this objective, because the courses are taught live as practica, many students find the delivery method incompatible with their work and personal lives (practica are demanding of a student’s time, and for many students working in rural areas, finding that time can be quite challenging). This program offers a variety of courses (many in an on-line format) that meet the academic and professional rigor requirements of the department and the convenience of an on-line format for busy working school counselors. This format also creates the opportunity for students to interact with other school counseling professionals from a great distance away, increasing learning opportunities and shared experiences.

Curriculum

Curriculum Focus: The purpose of this program is to develop the practicing school counselor’s advanced skills in diagnosis, consultation and family systems counseling. Students applying for this program must have successfully completed an MS degree in School Counseling in order to be eligible for the CAS in School Counseling. The core of this program develops the student’s skills in diagnosis and in systems approaches to counseling. Students then choose 2 additional elective courses. The elective courses include two online courses (allowing students to create a completely online program) and three classroom practicum courses (that allow students to develop additional hands on skills in the classroom if they so wish).
Course Descriptions as appearing in the College Catalog:

EDC 616 Diagnostic Skills for Counselors (B). A survey course designed to provide students with an understanding of the development of the diagnosis and treatment of clients with mental disorders and the socio-historical rise of the psychological interest in the field. Focuses on the diagnostic skills and practical applications that counselors in school, college and mental health settings utilize in the daily practice of their work. 3 cr.

EDC 690 Couples and Family Counseling (B). Enhances the student’s knowledge and skills in couples and family counseling. Provides an opportunity for exposure to summary theories in couples and marriage counseling and for supervised experience. 3 Cr.

EDC 691 Use of Expressive Arts in Counseling (B). Uses art, music, poetry, movement and drama to help clients identify and express thoughts and feelings, and gain new insight into the client’s concerns. A research-based practice, it is used in many settings, such as schools, hospitals and agencies. An experiential class which teaches the skills of facilitating the arts in counseling individuals and groups of all ages. 3 Cr.

EDC 692 Spirituality in the Counseling Process (B). Assists counselors and other helping professionals to understand one’s own spirituality so as to recognize and intervene in issues of spirituality requested by the client. Addresses wellness, meaning, hope, faith, forgiveness and other dimensions of spirituality through discussion, experiential activities, reading, guest speakers and other learning modalities. 3 Cr.

EDC 693 Counseling in Secondary Schools (B). Provides knowledge and skills to perform secondary school counseling responsibilities with confidence. Includes

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### CAS in School Counseling Curriculum (online or hybrid option)

<table>
<thead>
<tr>
<th>School Counseling</th>
<th>Online Core Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>3 EDC 616: Diagnostic Skills for Counselors</td>
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<tr>
<td></td>
<td>3 EDC 690: Couples and Family Counseling</td>
</tr>
<tr>
<td></td>
<td>3 EDC 692: Spirituality in the Counseling Process</td>
</tr>
<tr>
<td></td>
<td>3 EDC 883: Counselor as Systems Consultant</td>
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<tr>
<td></td>
<td>3 EDC 693: Secondary School Counseling</td>
</tr>
<tr>
<td></td>
<td>3 EDC 691: Use of Expressive Arts in Counseling</td>
</tr>
<tr>
<td></td>
<td>3 EDC 695: Child Centered Play Therapy</td>
</tr>
</tbody>
</table>

Choose 2 of the following elective courses:

**Online elective course:**
3 EDC 692: Spirituality in the Counseling Process
3 EDC 883: Counselor as Systems Consultant

**Classroom elective courses:**
3 EDC 693: Secondary School Counseling
3 EDC 691: Use of Expressive Arts in Counseling
3 EDC 695: Child Centered Play Therapy

12 hrs  Total Hrs: 60 hrs
ways to creatively resolve student issues through practical applications of the presented material. 3 Cr.

EDC 695 Child-centered Play Therapy in School and Agency Settings (A). Covers the history and theoretical background of play therapy, and focuses on the use of Child-Centered Play Therapy (CCPT) as an effective method for helping children overcome a wide range of behavioral and emotional problems. Employs lecture, discussion, videotapes and participant role plays of mock play sessions to help students gain skills necessary to build therapeutic relationships with children. 3 Cr.

EDC 883 Counselor as Systems Consultant (B). Prerequisite: EDC 501 or 502 or 503; EDC 728; and permission of instructor. Focuses on developing students’ awareness of their role as consultants in school settings. Exposes students to consultation theory and models of consulting with teachers, students, and parents/families utilizing both individual and group methods. Case examples are examined. 3 Cr.

No new courses are proposed for this program.

Faculty credentials
The Department of Counselor Education has five (5) 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)
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
  o Board Member, Facilitator, Facilitator Trainer
  o 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 Counseling Education and Supervision
• Association for Specialists in Group Work
• New York Counseling Association
• North Atlantic Region of Counselor Education and Supervision

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 Education 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 - 2000
• Association of Counselor Education and Supervision, 1993 - present
• Association for Gay, Lesbian Bisexual and Transgendered Issues in Counseling, 1997 - present
• Association for Specialists in Group Work, 1998 - present
• Association of Women in Psychology, 1986 - present
• New York Counseling Association, 1996 – present
• New York Association for Counselor Education and Supervision, 1996 – present;
• North Atlantic Region of Association for Counselor Education and Supervision, 1994 - present
• Association of University and College Counseling Center Directors, 1992 – 1994

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:

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

Individual course responsibilities are indicated in the curriculum portion of this proposal.

Students:

Applicants are required to submit 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;
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. Students who have less than 48 credit hours in the Masters program in School Counseling will be given additional elective credit options to ensure the completion of a total of 60 credits upon graduation with the CAS in School Counseling.

This department has a history of successful graduates from its MS and MSEd programs as is evidenced from the following chart:

<table>
<thead>
<tr>
<th>EMPHASIS</th>
<th>03-04</th>
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<th>05-06</th>
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<td>4</td>
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<tr>
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<td>-</td>
<td>-</td>
<td>-</td>
<td>7</td>
<td>5</td>
<td>5</td>
<td>4</td>
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<td>30</td>
<td>22</td>
<td>21</td>
<td>16</td>
<td>20</td>
<td>18</td>
<td>20</td>
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Many students from the MSEd program in School Counseling may take advantage of this program to change their certification to permanent.

Resources and support programs

No additional resources are necessary beyond the additional faculty appointment allocated by the College (QAR). Adjuncts would be used to teach EDC 691, EDC 695, and EDC 883. These are, however, courses currently offered by the department and are taught by adjuncts. Thus, no incremental adjunct appointments are expected.
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