 **THE STATE EDUCATION DEPARTMENT** / THE UNIVERSITY OF THE STATE OF NEW YORK / ALBANY, NY 12234

# **Application for Registration of a New Program[[1]](#footnote-1)**

# **In a** [**Licensed Profession**](http://www.op.nysed.gov/)

**Form Instructions:**

* This application is for New York degree-granting institutions seeking to register a new program in a licensed profession. The program proposal will be evaluated by the Professional Education Program Review (PEPR) Unit in the Office of the Professions (OP).
* **Institutions proposing any of the following programs should contact the PEPR Unit** at [opprogs@mail.nysed.gov](mailto:opprogs@mail.nysed.gov) for the appropriate form to use:
  + **Nursing programs;**
  + **Programs leading to a certificate or an advanced certificate; or**
  + **Programs leading to a doctoral degree.**
* Before preparing an application, **contact the PEPR Unit at** [**opprogs@mail.nysed.gov**](mailto:opprogs@mail.nysed.gov) **for additional materials** that may be needed to supplement this application form.
* If the proposal is a graduate degree program in a new certification/licensure area, in addition to this application form, submit 1) a copy of an evaluation([Word](http://www.highered.nysed.gov/ocue/documents/evalform.doc)) ([PDF](http://www.highered.nysed.gov/ocue/documents/evalform.pdf))of the program by a recognized expert in the field who has been approved in advance by the State Education Department; and 2) the institution’s response to the evaluation.
* Submit the application electronically to [opprogs@mail.nysed.gov](mailto:opprogs@mail.nysed.gov) **AND** mail one hard copy to the following address:

Professional Education Program Review

Office of the Professions  
New York State Education Department  
2nd Floor, West Wing, EB

89 Washington Avenue   
Albany, NY 12234

* Under certain circumstances, proposed programs may require amendment of the institution’s master plan and/or charter or certificate of incorporation, in addition to program registration.

**Master Plan Amendments**

Approval of a [master plan amendment](http://www.highered.nysed.gov/ocue/aipr/mpainfo.html) is required when the institution seeks initial authorization to award a degree; offers its first program at a new level of study; establishes a branch campus or inter-institutional program; or establishes at each degree level its first program in each of the 10 general disciplinary areas.

**Charter Amendments and Similar Authorizations**

The Board of Regents incorporates independent, not-for-profit colleges and universities by issuing a charter, which defines the institution’s legal authority and the location and scope of its programs of study and the degrees it may award. Charter amendments may be needed for such actions as initial authority to award degrees; new degree titles, including degrees at new levels; change of location or establishment of a branch campus; and operation beyond the specified limitations in the existing charter.

A proposal for registration from a proprietary college may require amendment of the college’s [certificate of incorporation](http://www.dos.state.ny.us/corp/filing.html) on file with the Department of State. Such amendments require the [consent](http://www.counsel.nysed.gov/consents.html) of the Commissioner of Education.

More information about [charter amendments](http://www.highered.nysed.gov/ocue/aipr/cainfo.html) and similar authorizations is available online.

* More resources on program registration can be found in the [Program Registration Guidelines and Resources](http://www.highered.nysed.gov/ocue/aipr/guidelines.html) document.

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| **Program registration** is based on standards in the [Regulations](http://www.highered.nysed.gov/ocue/rules.htm) of the Commissioner of Education. Section [52.1](http://www.highered.nysed.gov/ocue/title_8_chapter_ii_regulations_o.htm#§%2052.1%20Registration%20of%20postsecondary%20curricula.) defines the curricula that must be registered. The Department registers individual curricula rather than the institution as a whole, but the registration process addresses major institutional elements. It is the chief means by which the Regents support the quality of college and university programs. Please enter the requested information about the proposed program.  **Section I: General Information** | |
| **Item** | **Response** *(type in the requested information)* |
| **Institution information** | Date of Proposal: November 24, 2012  Institution Name: Manhattan College  Address: 4513 Manhattan College Parkway, Riverdale, Bronx, NY 10471  *Additional information*:   * Specify campus where program will be offered, if other than the main campus: * If any *courses* will be offered off campus, indicate the location and number of courses and credits: |
| **Program information** | Program title: Marriage and Family Therapy  [Award](http://www.highered.nysed.gov/ocue/lrp/chapter_i_of_title_8_of_the_offi.htm) (e.g., B.A., M.S.): M.S.  Maximum Number of Credits: 60  Proposed [HEGIS Code](http://www.highered.nysed.gov/ocue/documents/HEGIS.pdf):  Certification/licensure title(s) that the program leads to: Licensed marriage and Family Therapist  If the program is credit bearing *and* will lead to a Certificate or an Advanced Certificate, indicate the [registered degree program(s)](http://www.nysed.gov/heds/IRPSL1.html) to which the credits apply: |
| **Program format** | Check all program scheduling and format features that apply: (See [definitions](http://www.highered.nysed.gov/ocue/aipr/format.html))  i) **Format**: Day x Evening x Weekend Evening/Weekend x Not Full-Time  ii) **Mode**: x Standard Independent Study External Accelerated Distance Education (submit [distance education application](http://www.highered.nysed.gov/ocue/ded/reviseddepplication.doc) with this proposal)  iii) **Other**: Bilingual Language Other Than English Upper Division Program |
| **Contact person for this proposal** | Name and title: Corine Fitzpatrick, Ph.D.; Program Director, Graduate Counseling  Telephone: 718-862-7497 Fax: 718-862-7472 E-mail: corine.fitzpatrick@manhattan.edu |
| **CEO** (or designee) **approval**  *Signature affirms the institution’s commitment to support the proposed program.* | Name and title: William Clyde, Provost  Signature and date: |
| **If the program will be registered jointly[[2]](#footnote-2) with another institution, provide the following information:** |
| Partner institution’s name:  Name and title of partner institution’s CEO:  Signature of partner institution’s CEO: |

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| **Section II. Program Information** |
| 1. **Program Description and Purpose** |
| 1. **Provide a brief description of the program as it will appear in the institution’s catalog.** |
| *Answer*: The Marriage and Family Therapist Program (MFT) will train practitioners to engage in individual psychotherapy and family systems in order to assess and treat mental, emotional, and behavioral disorders, and to address an array of relationship issues within the context of marital/couple, family and various relational systems. The MFT program is registered in the Office of Professions of the State of New York. It is a subspecialty under the main umbrella of the Mental Health Counseling Program (MHC). Completion of the degree (60 credits) qualifies the candidate for licensure in the State of New York upon further completion of a post degree 3000 paid work experience and the passing of an examination given through the State of New York. |
| 1. **List educational outcomes and (if appropriate) career objectives.** |
| *Answer*: Students will gain expertise in order to provide individual, couple, family, relational and group therapy. This learning will include assessment, and treatment to implement change in the overall, long-term well-being of individuals, couples, families and those in other relationships. Students who complete the program will be “license qualified” in the State of New York to practice as therapists. |
| 1. **How does the program relate to the institution’s mission and/or master plan?** |
| *Answer*: The program, as is the case with the current counseling programs, provides needed counselors for the immediate area where the College is situated as well as the New York metropolitan area and lower Westchester. Recent graduates from the Mental Health Counseling Program (MHC) have all been able to find employment throughout the metropolitan area. The program is in line with the Mission of the College to respect individual dignity, commit to social justice by helping those in need and by the College’s mission to provide postgraduate professional programs. The program is also in line with the requests of various agencies, schools and hospitals, asking for us to provide graduate counseling students for grants related to educational and family counseling (e.g., recent Riverdale House grant). |
| 1. **Describe the role of faculty in the program’s design.** |
| *Answer*: Faculty, including both full time and adjuncts, will participate in the development of the program’s courses since we already have a Mental Health Counseling Program registered with New York State. Most of the faculty involved are either licensed Mental Counselors or licensed Psychologists in New York State. |
| 1. **Describe the input by external partners, if any (e.g., employers and institutions offering further education).** |
| *Answer*: N.A. |
| 1. **What are the anticipated Year 1 through Year 5 enrollments?** |
| *Answer*: We expect to start Year1 with 15, Year 2 = 30, year 3 = 30, year 4 = 40, Year 5 = 40. We plan to hold enrollment to between 40 and 50 students; these numbers are also based on the growth of our Mental Health Counseling program and on the Occupational Outlook Handbook’s projection that the increased need for MFT’s between 2012 – 2020 will be 41% (please see OOH website). |
| 1. **Sample Program Schedule** |
| 1. Complete **Table 1a** (for [undergraduate](#Undergrad_1a) programs) or **Table 1b** (for [graduate](#Grad_1b) programs).  * If the program will be offered through a nontraditional schedule, provide a brief explanation of the schedule, including its impact on financial aid eligibility. |
| 1. Please indicate hours of instruction and supplementary assignments per semester hour of credit:  * Hours of direct instruction per semester hour of credit: * Hours of supplementary assignments per semester hour of credit: * If there will be laboratory or clinical hours, please indicate the credit-to-contact hour ratio: |
| 1. For master’s degree programs, identify any research or a comparable occupational or professional experience component(s) (e.g., passing a comprehensive test, writing a thesis based on independent research, or completing an appropriate special project), including course number if applicable: |
| 1. **Faculty** |
| 1. Complete the faculty table (**Table 2**) that describe full-time faculty, part-time faculty, and/or faculty to be hired, as applicable. Faculty curricula vitae should be provided upon request. |
| 1. **Financial Resources and Instructional Facilities** |
| 1. **Describe** the instructional facilities and equipment committed to ensure the success of the program. |
| *Answer*: Technological Equipment and Computer Facilities  In 2000, a $1.15 million PT3 grant, Transforming Instruction through Technology and Networking (TITAN), was awarded to the School of Education. This grant enabled the School of Education to specifically purchase equipment to focus on the development of its faculty and students use of technology in their work. Apple Computer, a partner in the grant, supplied the School of Education with some of its latest software. Graduate education has continued to develop its technology support and has state of the art Apple computers and a server to use for its work.  The Graduate Counseling Program has also continued to develop a ‘service” office where professors, mainly adjuncts, can be helped in their use of technology. Any professor may be assigned a workstudy student to help them with equipment or set up.  The college subscribes to the latest version of Moodle, which is an online course management system. This system has enabled the Counseling Program to develop electronic Practicum and Internship logs and case notes with access for review by supervisors electronically.  A variety of computing resources is available to Manhattan College students, faculty, and staff via JasperNet, the college’s campus-wide network. JasperNet deploys computing and information services to campus laboratories, classrooms, and offices, as well as to student residence halls. High-speed T1 Internet access is also provided. Ten microcomputer laboratories are located on the Manhattan College campus in the Research and Learning Center, DeLaSalle Hall, Miguel Hall and Leo Engineering Building. These laboratories serve all Schools of the College.  Network services include E-mail, Internet and World Wide Web access via TCP/IP, and laser printing in the laboratories. A wide range of software is available including math and statistical packages (Maple, MathCad, MatLab, SPSS), spreadsheets (Excel, Lotus123), compilers (C++, Visual C++, Visual Basic, Visual J++, Fortran), databases (Access, Approach), word processors (MS Word, WordPro), presentation graphics (PowerPoint, Freelance), multimedia authoring (Macromedia Director), web browsers (Netscape Communicator, Internet Explorer) as well as department-specific applications (E.g. I-DEAS, AutoCad LT, FLUENT).  A dedicated Web Server for the College - http://www.manhattan.edu - is maintained by the Computer Center and supports over fifteen thousand hypertext pages of information including online catalogs, handbooks, and policies. Some faculty members maintain web pages for their courses on the server supported by a separate file server to facilitate the posting of online courseware. The Computer Center also provides on-line support, documentation, and other services via their web site: http://www.manhattan.edu/compcent/.  Computing laboratories are equipped for digital overhead projection and many are used as hands-on classrooms. Portable microcomputers with projection capabilities are used by instructors for demonstration purposes in other classrooms throughout the campus, which are linked to JasperNet. |
| 1. Complete the [new resources table](#Resources_5) (**Table 3**). |
| 1. Describe process for maintaining and replacing resources necessary to accomplish the outcomes of the program. |
| Answer: The MFT program is part of the Graduate Counseling group of programs. There are currently 4 other programs and two certificates. Maintaining and replacing resources for all programs is a function of the mission of the College and of the revenue of the programs themselves. Currently, the Graduate Counseling Programs have maintained an FT + FTE student total > 120 students for the past 4 years. It is the largest group of graduate programs in the College. As such, while the Counseling Programs produce the revenues to draw from when needed, the MFT program’s outcomes are interrelated to those of the Mental Health Counseling Program and should not need many more financial resources other than what has been described in this proposal and what would be covered by additional revenue. |

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| 1. **Proposed Program Budget, Revenue, and Expenses:** Provide information to indicate proposed program budget, revenue, and expenses for year 1 through year 3. Please list the major line items. Please see attached Provost Revenue sheet and Table 3 in this application. |
| 1. **Library Resources** |
| 1. **Summarize the analysis of library resources** ***for this program*** by the collection librarian and program faculty. Include an **assessment of existing library resources** and their accessibility to students enrolled in all program formats. |
| *Answer*: Library  The modern Tom and Mary Alice O’Malley Library provides support for the instructional and research needs of the students, faculty, and staff of the college, and contains approximately 200,000 volumes, and 1,500 journal, magazine and newspaper subscriptions, as well as additional materials in other formats such as microfilms, audiovisuals and computer software. The resources of the library are available through JASPERcat, a cooperative online catalog, which includes the holding of other area libraries. The O’Malley Library homepage provides access to a number of useful academic and informational databases, many of which are full-text, and the homepage offers a gateway to the World Wide Web and other Internet resources. Off-site access to the catalogs and special databases is available to all registered borrowers.  Students and faculty of Manhattan College can use the library resources of New York City and Westchester County by using the inter-library loan and on-site use arrangements of METRO, a regional library service network. All Manhattan College students, faculty, staff, administrators, and alumni also have library privileges at the Elizabeth Seton Library at the College of Mount Saint Vincent.  Manhattan’s new O’Malley Library is a state-of-the-art facility featuring modern accommodations for study and research joined to the renovated and updated Cardinal Hayes Pavilion, formerly the Cardinal Hayes Library. The library combines Hayes’ traditional neo-Georgian accents with strong contemporary lines. The five-story addition to the original building doubles the original square footage and connects the current library to the upper campus. Students and faculty are able to enter directly from a brick walkway that starts at the Quadrangle.  The expanded facility includes an additional 45,000 square feet of space – and the revitalization of the existing 40,000 square feet – to create a more efficient and user friendly layout for students and faculty.   1. More than 5500 books related to psychology and counseling 2. Approximately 516 full text journals related to psychology and counseling 3. Major electronic databases that also include journals 4. More than 100 new computer workstations offering access to print and online information internally, and externally available in other libraries and on the Internet. 5. An instructional “smart” classroom laboratory with state of the art software and hardware that will allow the creation of multimedia curriculum. 6. A fully equipped auditorium that is wired and used for videoconferencing and large group presentations. 7. Reading/study rooms that are equipped with internet 8. A 24-hour Internet Café catering to students’ extended-hour study habits. 9. A proper facility for delicate archival material – both for Manhattan College and Christian Brothers’ New York Province – to preserve our history for generations to come. 10. Group study rooms to facilitate the current methodology of teaching by encouraging students to improve their presentation and communication skills through collaborative projects and case studies, instilling a lifelong skill more closely mirroring what they will experience in the business world. 11. An Education Collection Room that is designed for faculty and students to use curricula, both written and electronic based, including multimedia, for the design and delivery of instruction. State of the art computers and technologies will be added and a grant proposal is currently being written to add equipment to this room. 12. Reference librarians are available to provide information assistance on a scheduled basis and by appointment. The librarians will also teach library-related classes to graduate and undergraduate students. |
| 1. **Describe the institution’s response to identified needs and its plan for library development**. |
| *Answer*: Within the last several years the College has reviewed (as part of the Middle States accreditation) the needs and plan for the library and according to the Middle States report, the College is meeting the needs and planning for the library. |
| 1. **Admissions** |
| 1. **List all institutional and program admission requirements.** |
| *Answer*: **ADMISSION STANDARDS**  **General Admission Requirements**  In addition to the special requirements that may be listed for various programs, candidates must:  • Earn a baccalaureate degree from an accredited college or institution acceptable to Manhattan College and normally meet or exceed an undergraduate grade point average of 3.0 on a 4.0 scale. Other factors will be considered for admission, such as years of professional experience, a high average in major field, scores on required standardized tests, or academic development beyond the baccalaureate degree. Candidates who have not taken the prerequisite coursework may be required to take graduate courses that are not part of the degree program.  • Meet any additional requirements for a specific program.  • Submit the following: application form, transcript, one page handwritten Narrative Statement of Interest in the specific program, resume and letter of reference, preferably from a professional colleague or professor.  • Schedule an interview with the director of the specific program.  • Applicants interested in a graduate assistantship should request information about graduate assistantship by contacting the Education office.  • Applications for admission will be reviewed by the Program Director and the Dean of the School of Education.  **Admission to the Marriage and Family Therapy Program**  Applicants for admission into the master degree program in Marriage and Family Counseling must have earned a baccalaureate degree and a suitable preparation in the behavioral sciences. Consideration will be given for agency, hospital, school experience and for other applicable experience. Students who possess a bachelor degree but do not have relevant background may be required to take prerequisite courses for admission. A Narrative Statement of Interest in the counseling program is required. An interview with the Director is suggested prior to admission. |
| 1. **Describe enrollment periods.** |
| *Answer:* The main cohort is accepted for starting in the fall. Occasionally, a student may present with a background that allows the admissions committee to admit them in the spring. It is most advisable to enter in the fall with one’s cohort. |
| 1. **Describe the process for evaluating exceptions to those requirements**. |
| *Answer*: Exceptions to the process include consultation with full time counseling faculty and the Dean of the SOE. |
| 1. **How will the institution encourage enrollment by persons from groups historically underrepresented in the discipline or occupation?** |
| *Answer*: The current programs are very diverse as we service the Bronx and Southern Westchester. Thus, the program is mixed in enrollment and underrepresentation is not a problem. The director has been active in and will continue to be active in applying and obtaining grants to support students. |
| 1. **Academic Support Services: Describe the academic support services** (e.g., social, psychological, health, financial and academic counseling) **available** to help students succeed in the program. |
| *Answer*:  The Manhattan College School of Education does not directly provide graduate student support  Services. The director and the one other full time professor provide academic advising. Most students will complete 60 credits in one of the programs so academic advisement is critical. The College offers a full range of student services to all students on an equal basis so that all students can benefit from these services. Among the services offered are counseling, career placement, financial aid, health care, media and technology support, and library services.  Counseling is offered by the staff of the Counseling Center. The Center provides  Individual counseling, group counseling, workshops, and telephone consultation.  Career placement services are provided by the Career Services and Cooperative  Education Center. The Center offers individual career counseling, group  workshops ( career exploration, resume writing, interviewing and job search  techniques) and a full range of placement services (full-time, part-time, and  summer jobs). The Center also offers an annual career fair for teacher candidates.  Financial aid services are provided through the Office of Student Financial Services.  Governmental grants and loans to students and Manhattan College  financial aid (need-based and merit-based) are handled by this Office. Ninety-  four percent of School of Education students who request financial aid are  awarded aid (the percentage is the same in other schools). The amount of  financial aid provided per student by school is: Education - $13,499;  Business –$13,257; Arts - $13,470; Engineering - $14,078; Science - $13,576.  Health services are provided by the Health Services Center, which is staffed by a  full-time nurse-practitioner and part-time physicians. The staff of the Center  provides consultations and diagnoses as well as referral services.  Media and technology support are provided to students through the O’Malley  Library staff, the staff at nine computer laboratories, and the staff of the Computer  Center Help Desk (from 9:00 a.m. to 5:00 p.m.). The Library catalog and other  information services are available to students via the JasperNet, the College’s  campus-wide network. Ten microcomputer laboratories are located on the MC  campus with 350 computers. The Library has another 100 computer work  stations. The Research & Learning Center Computer Lab is open until 10:30 p.m.  on weeknights and from 10:00 a.m. to 5:30 p.m. on weekends. The De La Salle  Computer Lab is open until 10:00 p.m. on weeknights and from 10:00 a.m. to  6:00 p.m. on weekends. The computer work stations in the Library are available  on a 24-hour basis.  A writing center has more recently been expanded to include services for graduate students. Students can make appointments to see writing tutors on a regular basis. |
| 1. **External Review of Graduate Degree Programs: If the proposal is a graduate degree program below the doctoral level**, submit a copy of an evaluation([Word](http://www.highered.nysed.gov/ocue/documents/evalform.doc)) ([PDF](http://www.highered.nysed.gov/ocue/documents/evalform.pdf))of the program by a recognized expert in the field who has been approved in advance by the State Education Department. In addition, submit the institution’s response to the evaluation and highlight how the proposal was modified in response to the reviewer’s comments.   **The Director plans to use Dr. Cadmona Hall as its evaluator. Dr. Hall graduated from the Marriage and Family doctoral program at Syracuse University. She is currently a full time professor in the University of Chicago graduate program in Marriage and Family Counseling. She was an adjunct at Manhattan College for 2 years prior to this appointment. We have not yet presented her credentials to be approved by the State of New York as an evaluator but we anticipate acceptance.** |
| 1. **Credit for Experience:** If this program will grant credit for learning derived from experience, describe the methods of evaluating the learning and the maximum number of credits allowed. |
| *Answer*: N.A. |
| 1. **Program Assessment and Improvement:** Summarize the plan for periodic evaluation of the new program, including the use of data to evaluate educational effectiveness for program improvement. |
| *Answer*: Current program will fall into the normal process outlined by the Office of Professions of the State of New York. Because it is a licensed program, the standards must be followed on a yearly basis. Outcomes assessment process required by the College for all programs will also be done. Feedback through Internship advisors (external assessment) and internship faculty (internal) follows other developmental measures in various practicum courses (e.g., groups, techniques). Faculty ratings by students and other faculty are also used to improve the program. Attention to the state examination and new developments in the field influence the need for improvement. The Advisor for the MHC program is active in the State association and with the American Psychological Association and follows up on any changes for MHC and will do so for the MFT. |
| 1. **New/Emerging Field and Allied Health Areas (Undergraduate Degree Programs): If the proposal for an undergraduate degree program falls into any of the following categories,** submit a copy of an **evaluation** ([Word](http://www.highered.nysed.gov/ocue/documents/evalform.doc)) ([PDF](http://www.highered.nysed.gov/ocue/documents/evalform.pdf)) of the program by a recognized expert in the field who has been approved in advance by the State Education Department. In addition, submit the institution’s response to the evaluation and highlight how the proposal was modified in response to the reviewer’s comments. Categories:  * The program’s subject matter represents a new or emerging field. * The program is in an [allied health area](http://www.highered.nysed.gov/ocue/aipr/allied.html), unless the institution can demonstrate that the program is accredited by an accrediting body for college-level programs in the field. For nursing program proposals, contact the PEPR Unit at [opprogs@mail.nysed.gov](mailto:opprogs@mail.nysed.gov) regarding the external review. |
| 1. **Transfer to Baccalaureate Programs:** If the program will be **promoted as preparing students for transfer to a baccalaureate program**, provide a copy of an articulation agreement with at least one institution. |

**Section III. Curriculum**

Contact the PEPR Unit at [opprogs@mail.nysed.gov](mailto:opprogs@mail.nysed.gov) for the appropriate form to indicate how the proposed program meets the educational requirements specified in the Commissioner’s Regulations/accreditation standards.

**Table 1a:**  **Undergraduate Program Schedule**

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| * Indicate **academic calendar** type: \_\_Semester \_\_Quarter \_\_Trimester \_\_Other (describe) | | | | | | | | | | | | | | | | |
| * Label each term in sequence, consistent with the institution’s academic calendar (e.g., Fall 1, Spring 1, Fall 2) * Use the table to show **how a typical student may progress through the program**; copy/expand the table as needed. | | | | | | | | | | | | | | | | |
| **Term:** | | | Check course classification(s) | | | | |  | **Term:** | | | | Check course classification(s) | | | |
| **Course Number & Title** | | Cr | LAS | Maj | New | | Prerequisite(s) | **Course Number & Title** | | Cr | | LAS | Maj | New | Prerequisite(s) |
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| **Course Number & Title** | | Cr | LAS | Maj | New | | Prerequisite(s) | **Course Number & Title** | | Cr | | LAS | Maj | New | Prerequisite(s) |
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| **Course Number & Title** | | Cr | LAS | Maj | New | | Prerequisite(s) | **Course Number & Title** | | Cr | | LAS | Maj | New | Prerequisite(s) |
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| **Program Totals:** | **Credits:** | | | | | **Liberal Arts & Sciences:** | | | | **Major:** | | **Elective & Other:** | | | | |
| **Cr**: credits **LAS**: [liberal arts & sciences](http://www.highered.nysed.gov/ocue/lrp/liberalarts.htm) **Maj**: major requirement **New**: new course **Prerequisite(s)**: list prerequisite(s) for the noted courses | | | | | | | | | | | | | | | | |

**Table 1b:**  **Graduate Program Schedule**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| * Indicate **academic calendar** type: \_x\_Semester \_\_Quarter \_\_Trimester \_\_Other (describe) | | | | | | | | | |
| * Label each term in sequence, consistent with the institution’s academic calendar (e.g., Fall 1, Spring 1, Fall 2) * Use the table to show **how a typical student may progress through the program**; copy/expand the table as needed. | | | | | | | | | |
| **Term: Fall - I** | | | | |  | **Term: Spring 1** | | | |
| **Course Number & Title** | | Credits | New | Prerequisite(s) | **Course Number & Title** | Credits | New | Prerequisite(s) |
| EDUG 726: Foundations of MHC and MFT | | 3 |  |  | EDUG 715: Introduction to Marriage and Family Therapy | 3 |  |  |
| EDUG 713: Research Methods | | 3 |  |  | EDUG 851: Research Analysis and Report Writing | 3 |  |  |
| EDUG 721: Theories of Counseling | | 3 |  |  | EDUG ???: Practicum in MFT | 3 | x |  |
| EDUG 807: Measurement and Appraisal | | 3 |  |  | EDUG ???: Techniques in MFT | 3 | x |  |
|  | |  |  |  |  |  |  |  |
|  | |  |  |  |  |  |  |  |
| Term credit total: | | 12 |  | | Term credit total: | 12 |  | |
| **Term:Summer 1** | | | | | **Term: Summer 2** | | | |
| **Course Number & Title** | | Credits | New | Prerequisite(s) | **Course Number & Title** | Credits | New | Prerequisite(s) |
| EDUG 723: Life Span Development | | 3 |  |  | EDUG 859: Cross Cultural Counseling | 3 |  |  |
| EDUG ???: Couples Therapy | | 3 | x |  | EDUG 725: Introduction to Group Counseling Practicum | 3 |  |  |
|  | |  |  |  |  |  |  |  |
|  | |  |  |  |  |  |  |  |
|  | |  |  |  |  |  |  |  |
| Term credit total: | | 6 |  | | Term credit total: | 6 |  | |
| **Term: Fall 2** | | | | | **Term: Spring 2** | | | |
| **Course Number & Title** | | Credits | New | Prerequisite(s) | **Course Number & Title** | Credits | New | Prerequisite(s) |
| EDUG 819: Internship I | | 3 |  |  | EDUG 894: Internship II | 3 |  |  |
| EDUG 867: Law and Ethics | | 3 |  |  | EDUG 780: Psychopathology | 3 |  |  |
| EDUG 709: Alcohol and Substance Abuse Counseling: Family Issues and Tx Approaches | | 3 |  |  | EDUG 891: Foundations in evaluation, Assessment, and Diagnosis | 3 |  |  |
| EDUG 850: Advanced Group Practicum | | 3 |  |  | EDUG ???: Elective |  |  |  |
|  | |  |  |  |  |  |  |  |
|  | |  |  |  |  |  |  |  |
| Term credit total: | | 12 |  | | Term credit total: | 12 |  | |
| **Term:** | | | | | **Term:** | | | |
| **Course Number & Title** | | Credits | New | Prerequisite(s) | **Course Number & Title** | Credits | New | Prerequisite(s) |
| **Program Totals:** | **Credits: 60** | | | Identify any comprehensive, culminating element(s) (e.g., thesis or examination), including course number if applicable:  1) Thesis requirement: 5 chapter research project including identifying problem, literature review, hypotheses, data collection and analysis (EDUG 713 and EDUG 851). 2) Internship = 600 hours (EDUG 819 and 894). | | | | | |
| **New**: indicate if new course **Prerequisite(s)**: list prerequisite(s) for the noted courses | | | | | | | | | |

**Table 2:** **Faculty**

**Note:** Faculty teaching at the graduate level must have an earned doctorate/terminal degree or demonstrate special competence in the field.

| **Faculty Member Name and Title** (include and identify Program Director) | **Faculty Status (full-time/part-time/to-be-hired)** | **Tenure Status**  **(T, TT, or NTT)**  T=Tenured  TT=Tenure-Track  NTT=Non-Tenure-Track | **Length of Time (Number of years) at the Institution** | **Percent Time to Program** | **Highest and Other Applicable Earned Degrees AND Disciplines** (include College/University) | **Additional Qualifications:** list related certifications/ licenses; professional experience; scholarly contributions, etc. | **Program Courses (Course Number and Title) to be Taught** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| *Example:*  *Jonathan Smith, Assistant Professor* | *Example:*  *Full-time* | *Example:*  *TT* | *Example:*  *1.5 years* | *Example:*  *60%* | *Example:*  *Ph.D. Microbiology, ABC University*  *M.A. Biology, College of ABC*  *B.A. Medical Technology, University at ABC* | *Example:*  *Certified Clinical Lab Technologist* | *Example:*  *AHS 400: Medical Microbiology* |
| Corine Fitzpatrick  Director Graduate Counseling Programs  Professor | FT | T | 15 | *100%* | Ph.D. Clinical/School Psychology,  Columbia University  P.D. Counseling, Fordham  M.A. Counseling, Fordham | Licensed Psychologist NYS  Licensed Mental Health Counselor, NYS  Certified School Psychologist, School Counselor, NYS; hospital, agency, school experience | Practicum (new course)  Couples Therapy(new course)  Other courses as needed |
| Ming Hui Hsu  Advisor, Mental Health Counseling Program  Assistant Professor | FT | NT | 3 | 100% | Ph. D. Counseling Psychology, NYU  M.A. Psychology, Fairleigh Dickinson  B.S. Fu Jen University  **Bilingual – Mandarin** | Licensed Psychologist NYS  Hospital and agency experiences with individuals, families; developed Tavistock Clinic Group experience for students (London, Eng.) | 713, 851 – research sequence  819. 894 – internship sequence |
| Remigia Kushner  Professor | FT (SOE) | T | 20 | 2% | Ph.D. Leadership, Fordham  M.Ed. Duquesne  B.A. Mt. Mercy College | Professor; Former Associate Superintendent Diocese of NYC; teaches main research courses for thesis | 713,851 – research sequence |
| Raymond Meagher  Assistant Professor | FT(SOE) | V.P. | 20 | 10% | Ph.D. Administration, St. John’s University  M.S. Social work, Columbia University  B.A. Catholic University | Experience in Schools and agencies working with families and children; taught in Tavistock Clinic group program | EDUG 704 (elective – group Dynamics), 725 (groups); 850 (advanced groups); |
| Michelle Bell | PT |  | 7 | Teaches 2 courses each semester | Psy. D. Rutgers  M.A. Psychology Rutgers  B.A. Psychology; Rutgers  **Bilingual Spanish** | Licensed Psychologist NYS.  Worked as Bilingual Psych. At Children’s Hosp. Columbia Presbyterian – family interventions;  Worked in NYC courts as evaluator in child custody cases; private practice; developed Marriage and Family courses and curricula in current MHC program | EDUG 726 – Foundations of mental Health and MFT;  EDUG 715 Marriage and Family Counseling  Couples Therapy – (new course |
| Neil Bussutil | PT |  | 4 | Teaches 2 courses each semester | Ph. D. Psychology, Yeshiva  M.A. John Jay  B.A. Fordham  **Bilingual - Spanish** | Psychology License pending;  Experience working with adults with cerebral palsy and their families | EDUG 867 – Law and Ethics  EDUG 725 – Groups  EDUG 859 – Cross Cultural Counseling |
| Christine Bleecker | PT |  | 8 | Teaches 2 courses a semester | Ph.D. Leadership, Univ. of Pa.  M.S. Counseling, LIU  B.S. Queens College | Licensed Mental Health Counselor; Experience with families with children with disabilities (Hunter High School); Certified as counselor | EDUG 715;  Techniques – new course  EDUG 867 – Law and ethics |
| Michael Carey | PT |  | 4 | Teaches 1 class each semester | Psy.D. Psychology, California Institute  M.S. Psychology, San Francisco State  B.A. Vassar | Licensed Psychologist NYS;  Dean of Students – MC; works with college students;  Former head of counseling center; experience in agencies | EDUG 723 – Life Span  EDUG 819 – 894 – Internship courses |
| Paul Farrell | PT |  | 3 | Teaches 2 classes each semester | Ph.D. Developmental Psychology, Yeshiva  M.S. City College  B.S. Manhattan College | Licensed Psychologist;  Current – school psychologist, works with children and families | EDUG 721 – Theories of Counseling  EDUG 891 – Foundations in Evaluation, Assessment, and Diagnosis |
| Jennifer Gullesserian | PT |  | 4 | Teaches 3 courses each semester | Ph. D. Psychology, NYU  M.A. NYU  B.A. Pepperdine | Licensed Psychologist NYS.  Experienced at agency (Astor) working directly with children and families | EDUG 713, 851,  EDUG 852 (Internship for School Program)  Techniques – new course |
| Barbara Haynes | PT |  | 3 | Teaches 2 courses each semester | Ph.D. Psychology, Columbia University  M.A. NYU  B.A. Brown University | Licensed Psychologist; experience in hospital and agency; private practice with individuals and families; experiences with diverse populations | EDUG 867: Law and Ethics  EDUG 723 – Life Span  EDUG 721 – Theories |
| Patrick Jean- Pierre | PT |  | 2 | Teaches 2 courses each semester | Ph.D. Applied Psychology, Rutgers  M.A. City – Industrial Psychology  B.A. Stonybrook  **Bilingual - Haitian- Creole** | Experience includes work on large grant for inner city schools;  Provides counseling for at risk children and families;  Community work; | EDUG 725; 850 – Groups;  New Practicum course  EDUG 704 (elective – group dynamics). |
| Vera Kishinevsky | PT |  | 9 | Teaches 2 courses each semester | Ph.D. Psychology, NYU  M.A. Jersey State  B.A. Odessa State University  **Bilingual - Russian** | Licensed Psychologist; Experience in assessment of adolescents for learning issues and emotional disorders; School experience and private practice. | EDUG 807 – Measurement and Appraisal  EDUG 780 – Psychopathology  EDUG 859 – Cross Cultural Counseling  EDUG 891 – Foundations in Evaluation, Assessment, and Diagnosis |
| Luba Roytburd | PT |  | 2 | Teaches 1 – 2 courses each semester | Ph.D. Psychology, Albany  B.S. Univ. of Maryland  **Bilingual - Russian** | Licensed Psychologist; experience in agencies with families | EDUG 807 and 780;  EDUG 819 and 894 – Internships |

**Table 3: New Resources**

|  |  |  |  |
| --- | --- | --- | --- |
| List **new** resources that will be engaged specifically as a result of the new program (e.g., a new faculty position or additional library resources). New resources for a given year should be carried over to the following year(s), with adjustments for inflation, if they represent a continuing cost. | | | |
| **New Expenditures** | **Year 1** | **Year 2** | **Year 3** |
| Personnel | * 16000 (additional adjunct salaries) * $1000 Internship coordination * $2000 – Outside Evaluator Required for Proposal Review | * $16000 (additional Adjunct salaries) * $4000 Internship coordination | * FT faculty line - Possible year 3 or 4 depending on growth and accreditation demands -$100,000 * Or $8000 – additional Adjunct salaries * $4000 Internship coordination |
| Library | * 500 | * 500 | * 200 |
| Equipment (additional laptops etc) | * 1000 | * 0 | * 0 |
| Laboratories | * 0 * (possible merging of Center for Optimal College Readiness) | * 0 * (possible merging of Center for Optimal College Readiness) | * 0 * (possible merging of Center for Optimal College Readiness) |
| Supplies & Expenses  (Other Than Personal Service) | * 0 | * 0 | * 0 |
| Capital Expenditures (cameras) | * 300 | * 300 | * 100 |
| Other (Specify: \_Marketing new program\_\_\_\_\_\_\_\_\_ ) | * 5000 | * 5000 | * 1000 |
| **Total all** | **$25,800** | **$25,800** | **$113,300** |

1. CUNY and SUNY institutions: contact System Administration for program registration guidance. [↑](#footnote-ref-1)
2. If the partner institution is non-degree-granting, see [CEO Memo 94-04](http://www.highered.nysed.gov/ocue/lrp/ceomemorandum.htm). [↑](#footnote-ref-2)