LONG ISLAND UNIVERSITY

COUNSELING & DEVELOPMENT

GRADUATE STUDENT HANDBOOK

CACREP Accredited

The following programs in the Department of Counseling and Development at LIU Post and LIU Brentwood are accredited by CACREP (Council for Accreditation of Counseling and Related Educational Programs):

Clinical Mental Health Counseling (M.S.)
School Counseling (M.S.)

Department of Counseling & Development
College of Education, Information & Technology
LIU Post: (516) 299-2244
LIU Brentwood: (631) 287-8500
www.liu.edu

Department of Counseling & Development website:
https://liu.edu/CWPost/Academics/~/link.aspx?_id=4F4B4EF040804C8191C3505702EFCF65&_z=z

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GENERAL INFORMATION

Long Island University, founded in 1926, continues to redefine higher education, providing high quality academic instruction by world-class faculty. Recognized by Forbes for its emphasis on experiential learning and by the Brookings Institution for its “value added” to student outcomes, LIU offers nearly 250 degree programs, with a network of over 280,000 alumni that includes industry leaders and entrepreneurs across the globe.

LIU Post is a scenic, historic, and scholarly campus that offers a small-school environment with the access and resources of a major metropolitan university. The University's 330-acre campus is located on the estate of Marjorie Merriweather Post, 27 miles east of New York City on Long Island's Gold Coast. The campus houses the College of Veterinary Medicine, the first professional School of Accountancy, an AACSB-accredited Business School, and an award-winning theater program. LIU is home to the world-renowned Tilles Center for the Performing Arts and the Bethpage Federal Credit Union Stadium, where supporters gather to cheer on the Sharks Division I athletic program.

Counseling programs Locations:

LIU Post Address:
720 Northern Blvd.
Brookville, NY 11548
516-299-2900
516-299-2244
Post.Enroll@liu.edu

LIU Brentwood Extension Center Address:
1001 Crooked Hill Rd.
Brentwood, NY 11717
631-287-8500

Welcome Statement

The faculty and staff of the ***Department of Counseling and Development***, LIU Post and Brentwood extension center, welcome you to your program of study. We are committed to a program of the highest quality, designed to promote leadership and to promote excellence in professional and personal development.

Proudly, the LIU Counseling and Development Department has a long commitment to the *Council for Accreditation of Counseling and Related Education* (CACREP). In 1995, the Department was the first program on Long Island to be CACREP accredited and was re-accredited in 2004. The Department endorses CACREP's Vision and Mission and thereby, is committed to the development of students who are equipped to meet the needs of a dynamic, diverse, and complex society; preparing counseling and related professionals to provide services consistent with the ideals of optimal human development.

The Mission and goals of the Department are sustained by collaborative relationships with local schools' personnel, mental health agencies, hospitals, counseling professionals and others, who facilitate the professional development and acquisition of competencies of counselors, and related practitioners.

We wish you much success as you pursue your personal, educational, and professional goals.
This Handbook provides vital information that will assist you throughout your studies. It is not meant to replace the graduate bulletin or the LIU catalog, but to supplement them. It will guide you throughout your educational endeavors within the master's degree counseling programs. This Handbook will answer **many questions** concerning dates, deadlines, expectations, and program requirements. Your faculty and academic advisors are available to help in every way possible, while the ultimate responsibility for fulfilling all graduation requirements lies with each student.

General inquiries about the departmental programs should be directed to the current Chair of the Department, **Dr. Kathleen Keefe-Cooperman**. Questions about the Clinical Mental Health Counseling track and the Advanced Certificate program should be directed to **Dr. Dogukan Ulupinar*.*** Questions about the School Counseling track should be directed to **Dr. Halima Dargan**. In addition, **Dr. Devyn Savitsky** will answer questions about our CASAC-T. Questions regarding practicum or internship placements should be directed to **Professor Miriam McCormack**, Clinical Placement Coordinator. For assistance with Enrollment Services at LIU Post, please call 516-299-2323 or email **post-enrollmentservices@liu.edu**; the Enrollment Services Counselor at LIU Brentwood is **Heather Delano*.*** However, while these individuals are designated to coordinate

these program areas, all full-time faculty are available to assist you with concerns that you may have during your time of study.

Statement of Policy

Long Island University is committed to maintaining a learning and working environment that is free of bias, prejudice, discrimination and harassment and an environment that supports, nurtures, and rewards career and educational advancement purely on the basis of ability and performance. Discrimination or harassment based upon race, color, religion, genetic information, sexual orientation, gender and/or gender identity or expression, marital or parental status, national origin, ethnicity, citizenship status, veteran or military status, age, disability, or any other legally protected basis is prohibited by law and undermines the character and purpose of the University. Such discrimination or harassment is illegal, against university policy, and will not be tolerated.

This policy covers all members of the University community – students, faculty, and staff – as well as those who interact with members of the University community such as vendors or visitors. The University encourages everyone to report all incidents of discrimination or harassment, regardless of who the offender may be.

http://www.liu.edu/Human-Resources/Human-Resources-Policies/Anti-Harrassment-Discrimination-Policy

COUNSELING & DEVELOPMENT: MISSION STATEMENTS

The mission of the Department of Counseling and Development is to educate and prepare graduate students to enter the counseling professions. The aim is to prepare our students with a skill set that will render them competent, capable, and reflective scholar practitioners, as well as developing a healthy and adaptive disposition. We embrace diversity, respect and dignity for all peoples and seek to expose our students to a multicultural and diverse learning community. We are committed to academic rigor, and the highest standards of excellence, and as such hold our students to reaching their highest potential. We promote the counseling identity and encourage advocacy, education, leadership, and collaboration in preparing lifelong learners who are invested in building and contributing to professional counseling practices. The department aims to achieve these goals through face-to-face classes as well as through online classes.

Clinical Mental Health Counseling Mission Statement:

The mission of the Clinical Mental Health Counseling Program is to promote wellness and a positive attitude towards all persons seeking mental health services. This is particularly salient in multicultural and diverse communities, where social, political, and economic inequities impact individual and community mental health. To that end, we aim to educate mental health counselors who embrace the mission of our department and the values and ethics of the mental health counseling profession. The Department is committed to educating and training mental health professionals to be competent in the following areas: assessment and evaluation, diagnosis, empirically supported therapeutic techniques, and evidence-based treatment planning and practice. The Department fosters the development of strong clinical counseling skills to ensure appropriate mental health care to individuals, groups, couples, and families. To that end, collaboration, consultation, and advocacy skills are also a major focus during student-counselor preparation training.

School Counseling Mission Statement:

The mission of the school counseling program is to provide comprehensive training for counselors to work with youth from Pre-K through Grade 12. School counselors will offer multicultural counseling services that are preventive in design, and developmental in nature, with the primary goal to promote the inclusion, achievement, and development of all students. We embrace the New York State (NYS) Comprehensive Model and endorse the notion that effective school counseling programs are a collaborative effort between the school counselor, parents, community, and other

educators in order to achieve these goals. We work to promote and to foster equitable access to opportunities and rigorous curriculum for all students. We support the goal to use student data and standards of best practices to promote academic, career, social and emotional development to enhance the learning process for all students. The Department ensures that embedded within the school counseling program are themes of leadership, advocacy, collaboration, and systemic change as a framework for delivering and implementing interventions.

COUNCIL FOR THE ACCREDITATION OF COUNSELING AND RELATED EDUCATIONAL PROGRAMS (CACREP)

On July 22, 2004, the American Counseling Association (ACA) awarded the Department of Counseling and Development CACREP accreditation for our Master's degree programs in Clinical Mental Health Counseling and School Counseling. The counseling programs at both LIU Post and LIU Brentwood extension center are CACREP accredited.

CACREP is the acronym for **Council for the Accreditation of Counseling and Related Educational Programs.** The Council is under the umbrella of ACA, responsible for reviewing and assessing Counselor Education programs for the prestigious national accreditation. There are many benefits to accreditation; among them is an overall greater sense of professional identity (Moss et al., 2014; Person, et al., 2020), easier access to licensure among state ethics boards, consistency across curriculum development among different institutions, and increased clinical competencies among students who graduate from CACREP accredited programs from students who do not, particularly regarding multicultural and social justice counseling and ethical violations (Even & Robinson, 2012). The accreditation process is arduous and as such, not every institution participates in accreditation processes.

All of us -faculty, students, and the university community alike – are proud of our accreditation. CACREP accreditation is a testimony to the quality of education and preparation that students receive in both the Clinical Mental Health and the School Counseling Programs. It is an achievement that is recognized nationally; it means that no matter where you go in the United States to practice Mental Health or School Counseling, you can tell potential employers, and include on your resume, that you are a graduate of a CACREP-accredited counseling program.

Programs & Specialties

The Department of Counseling and Development educates students to become professional counselors who are prepared to meet the challenges inherent in society. Graduates of our programs assume positions as school counselors, clinical mental health counselors, career and employment

counselors, and counselors in public and private agencies. The Department of Counseling and Development adheres to the following definitions of counseling by the *American Counseling Association* (ACA):

Clinical Mental Health Counseling Program (CMHC)

CMHC is the application of mental health, psychological, or human development principles through cognitive, affective, behavioral, or systemic intervention strategies that address wellness, personal growth, or career development, as well as pathology.

School Counseling Program

The School Counseling Program prepares students to counsel children and adolescents, grades K-12 within the school. This program prepares counseling students to embrace collaboration tactics with school administration, staff, as well as students, teachers, and families.

Advance Certificate Program

This is a bridge program designed to assist students from a CACREP accredited program who completed a master's degree in school counseling to be eligible to take the National Clinical Mental Health Counseling Exam (NCMHCE) in order to obtain independent licensure as a Licensed Mental Health Counselor (LMHC). The core courses are shared by the clinical mental health program. Therefore, in cases where the student graduates from a CACREP accredited school counseling program, has all the required core courses, and is interested in obtaining a CMHC license, they may complete the courses (typically 18-27 credit hours) determined by the Department Chair. This program alone is not CACREP accredited. This will entail submitting their transcript to the Department Chair, Dr. Kathleen Keefe-Cooperman, for review and approval. This is based on the required core courses taken or their equivalent. New York State (NYS) License Board requires documentation of the curriculum, signed by the Department Chair, and sealed by the LIU Registrar to authenticate compliance. Upon completion of the 60 credits or the equivalent for the CMHC master's degree, the student will apply for the NYS License for a limited permit. At that time, the student should develop an externship where 3,000 hours will be completed under supervision of a Clinical Counseling Professional. They will fill out the relevant sections of the Form 2 document received from the state and send it to the Department Chair to be completed. Upon this submission, the Department Chair will send it to the Registrar to be sealed and submitted to the NYS Department of Licensure and Regulations. After completing 2,000 hours of externship, the student should take and pass the NYSCMHC exam. When all the documentation and forms are completed

and submitted by the candidate and it is determined that the candidate has met the requirements, the NYS will issue the LMHC license.

Office of Alcohol and Substance Abuse Services: (OASAS) Education and Training Program

The Department of Counseling and Development has been approved by OASAS as an Education and Training Provider. Graduates of the master's degree program in Clinical Mental Health Counseling who complete the requisite coursework will meet the 350 hours of education and training required to apply for the *Certified Alcohol and Substance Abuse Counselor-Trainee (CASAC-T)* designation. Graduation from the master's degree program in Clinical Mental Health Counseling will also meet 4000 of the 6000-hour requirement for full certification as a CASAC. In addition, if the graduate completed their 600 internship hours in clinical mental health counseling at an OASAS affiliated facility, then the number of experiential hours needed for full certification will only be 1400. Upon admission to the Master's Degree in Clinical Mental Health Counseling program, those students who are interested in the CASAC-T designation must declare in writing their intention to pursue the CASAC-T to the Chair of the Department of Counseling and Development.

Goals & Objectives

Students are expected to meet the goals and objectives of the Eight Core Areas required by the Council for Accreditation of Counseling & Related Educational Programs (CACREP). To learn more about CACREP Standards (2015), click here. The CACREP Standards (2015) guide the goals and objectives of our Department. As such, completion of a counseling degree entails that students must abide by the following expectations:

- Students will understand and apply ethical and legal standards within the American Counseling Association, Code of Ethics (2014) and New York State laws and regulations. See Appendix E in this Handbook for summaries of the ACA Code of Ethics.
- Students will comprehend professional literature that forms the scholarly and practical foundation of counseling and human development.
- Students will demonstrate competency in applied counseling skills taught throughout the program.
- Students will demonstrate understanding and empathy pertaining to diversity, equity, and inclusion of all persons regardless of race, gender, sexual/affectional orientations, religion, socioeconomic status, and national identity.
- Students will develop their professional identity (Section 2) based around their knowledge of the CACREP Eight Core Areas: Professional Orientation and Ethical Practice (2.1), Social

and Cultural Diversity (2.2), Human Growth and Development (2.3), Career Development (2.4), Counseling and Helping Relationships (2.5), Group Counseling & Group Work (2.6), Assessment and Testing (2.7), and Research and Program Evaluation (2.8).

Clinical Mental Health Counseling (CMHC), M.S. Objectives:

- Students will identify and apply multidimensional approaches to counseling practice.
- Students will identify various roles, functions, and the overall professional identity of a professional counselor.
- Students will comprehend structures and operations within the counseling field such as professional organizations, training standards, credentialing bodies, and ethical guidelines of professional counseling.
- Students will evaluate professional issues within the counseling field.
- Students will comprehend ethical and legal issues related to professional counseling.
- Students will analyze the role of power pertaining to social inequality and diverse populations.
- Students will define and analyze mental illness and challenges, pertaining to the principles of etiology, diagnosis, treatment planning, referrals, and prevention.
- Students will comprehend professional advocacy within the counseling field related to psychoeducation, consultation, community outreach and collaboration, and prevention strategies.

School Counseling, M.S. Objectives

- Students will comprehend the history, philosophy, and role of professional school counseling and the school counselor.
- Students will comprehend the role of diverse factors (e.g., sociocultural, demographic, and lifestyle diversity) in the development of K-12 students.
- Students will comprehend legal and ethical issues that relate to counseling children and adolescents.
- Students identify and apply program development, implementation, evaluation, coordination, and consultation knowledge and skills within school communities.
- Students will demonstrate competence in the development of children and adolescents from wellness and comprehensive perspectives.
- Students will comprehend professional issues within school counseling.
- Students will implement the American School Counselor Association's (ASCA) National Model of School Counseling (click here).

Admissions

Admissions Requirements

Application for admission to the program must be made through the Graduate Admissions office at either LIU Post or LIU Brentwood. Admission requirements are as follows:

- Undergraduate Grade Point Average (GPA) of 3.0 or successful completion of a previous master's degree from an accredited college or university.
- Two letters of recommendation from professionals in the field attesting to applicant's ability to undertake graduate work in counseling.
- Interview with a faculty member of the Department of Counseling and Development.
- Pass a spontaneous writing sample at admissions interview.
- Students for whom English is a second language must submit official score results of the Test of English as a Foreign Language (TOEFL). The required minimum acceptable TOEFL score is: 85 Internet-based or minimum IELTS score: 7.0

Applicants for admission whose undergraduate GPA is less than 3.0 or do not have a previous master's degree are required to take the Graduate Record Examination (GRE). For admission purposes, only the writing assessment of the GRE is evaluated. This section of the exam assesses writing and critical thinking skills which are essential attributes for the professional counselor. Applicants will be considered to have met the GRE requirement if they obtain a score of 4.5.

Applicants who have completed a bachelor's degree and have at least 10 years of work-related experiences beyond their degree and/or have been involved in extraordinary life experiences are eligible to apply for a waiver of the GRE requirement. This waiver may be granted at the discretion of the Chair.

Admissions Deadlines

For applicants to be considered for admission into the Counseling & Development Program each semester, all documentation must be received and placed into applicants' folders for inspection by the Chair and/or Department faculty prior to the start of the semester.

Program Communication

Students and faculty will correspond through LIU email accounts. Students are required to check their LIU email accounts regularly. This is the primary method for course instructors, the Department, and the University to communicate critical information.

Registration Procedures

Registration begins approximately six months prior to the start of the subsequent semester. It is advisable to register as soon as possible to ensure the best selection of courses and to avoid being closed out of a desired course. The Enrollment Service Counselor and faculty are available for consultation.

Student Evaluations

Grading

All courses are graded as A, A-, B+, B, B-, C+, C, C-, D, F and Incomplete. Students are expected to achieve a minimum grade of B in all courses.

The earning of an "A" grade is predicated on the student's demonstration of academic excellence in a course. While it is the prerogative of each faculty member to determine academic excellence in their respective course(s), it should be based on criteria of academic rigor as described in course rubrics. The completion of an assignment as required does not constitute an "A" grade. "A" grades should be reserved for those students who have demonstrated competence, commitment, active participation, and exceptional effort in their performance. Faculty should review and adhere to course rubrics to ensure that only academically superior students receive a grade of "A".

Unsatisfactory Grades

A student's cumulative grade point average in their approved program of study may be no less than 3.00. Any student who receives grades below B in two graduate courses is considered to have an academic deficiency. A student who earns a third grade below B may lose their matriculated status or may be dismissed from the graduate program.

Interim Assessment

Upon completion of 12 credits, all students will be reviewed by faculty as part of an Interim Assessment. Such an assessment allows for a discussion of the students' progress and achievement and to identify any areas of concern relative to the appropriateness of the progress

for the student. Documentation that an interim assessment was conducted must be placed in the student's personal file or graduation will be delayed.

Practicum and Internship Evaluations

Students in both practicum and internship courses are evaluated by the professor and/or the cooperating counselor. It is in these courses that students are expected to put theory into practice.

Filing For Degree

Applications for the degree must be filed with the Graduate Records Office at least three months prior to the anticipated date of graduation. Diplomas are issued three times a year. (September, January, and May). Formal commencement ceremonies are held in May at LIU Post.

Time Limit for Degree Completion

For the Master of Science degree, all requirements must be completed within five years from the date of admission. Exceptions to the foregoing statement are handled through the Office of the Dean.

Maintenance of Matriculation

Unless granted an official leave of absence, graduate students must register for consecutive semesters (excluding summer sessions). Although students typically proceed toward their degrees by enrolling in classes, they may apply for "Maintenance of Matriculation" status. Students approved for Maintenance of Matriculation are entitled to avail themselves of campus facilities and services (e.g., computer labs, library resources, health services). Maintenance of Matriculation does not extend the time limits specified under "Requirements for Degrees," and students should be aware that such status may affect their eligibility for financial aid.

Students must apply to an academic counselor for maintenance of matriculation before or during the registration period in a given semester. This matriculation status will be recorded on their transcripts as a "class" for zero credit. Maintenance of matriculation is generally limited to two semesters. An extension beyond two semesters, due to extenuating circumstances, must be approved by the appropriate academic dean. Otherwise, students will have to apply for readmission to their academic program.

(Adopted from LIU Catalogue 2022)

Policy for Recommendations of Students for Certification/Credentialing and Employment

As a matter of policy, the Department of Counseling and Development endorses graduates only for jobs which are directly related to their specialty area. Graduates of the Department's master's degree program in Clinical Mental Health Counseling must meet all the NYSED, Office of the Professions regulatory requirements for licensure as a NYS Mental Health Counselor before the Department will endorse or make recommendations for the graduate to be licensed as a mental health counselor. Similarly, graduates of the Department's School Counseling program must meet all the NYSED, Office of Teacher Initiatives regulatory requirements for certification as a NYS School Counselor before Departmental recommendation or endorsement will be made. Students currently in either master's degree program who wish to pursue the National Certified Counselor (NCC) designation offered by the National Board for Certified Counselors (NBCC) must meet the 8 core curriculum requirements delineated by the NBCC before they will be endorsed by the Department to sit for the National Counselor Examination (NCE). The Department adheres strictly to this policy of recommendation and/or endorsement for licensure, certification, or credentialing of graduates to their respective professions.

Professional Conduct

The Department of Counseling and Development underscores the importance of counselors and counselors in training exercising professionally responsible behavior, personally (honor code) and publicly. Therefore, it is important to be aware of the consequences that any such behavior (internet, voicemail, social media, or otherwise) might have on the perceptions of them formed by their employers, professors, colleagues, and any individuals they may help, including clients and students. More specifically, questionable behaviors may result in negative consequences at their places of employment and/or training. Furthermore, counselors and counselors-in-training may face legal and/or ethical actions should they engage in such behaviors. It is the individual counselor or counselor trainee's responsibility to ensure that they compose themselves in a professionally responsible manner and not engage in questionable activities that may reflect negatively on themselves, the Department of Counseling and Development, or Long Island University.

Student Code of Conduct

Upon enrollment in the Department of Counseling & Development, every student is held to the standards of conduct listed below. The institution may discipline students to secure compliance with these standards or remove the student from the academic community.

Standard 1: Students observe the highest principles of academic integrity and support a campus environment conducive to scholarship.

Violations of this standard:

- Conduct in subversion of academic standards such as cheating on examinations, plagiarism, collusion, misrepresentation, or falsification of data.
- Theft or the unauthorized possession of examinations; alteration, theft, or destruction of the academic work of others, or academic records, library materials, laboratory materials, or other University equipment or property related to instructional matters or research.
- Submitting work previously presented in another course unless specifically permitted by the instructor.
- Conduct, which disrupts the academic environment, disruption in classes, faculty offices, academic buildings, or computer facilities.
- Complicity with others in violations of this standard.

Standard 2: Students respect the health, safety, welfare and rights of all persons.

Violations of this standard:

- Threatened, attempted or actual physical harm or other conduct that threatens the health or safety of the student himself/herself/themselves or any other person.
- Intimidation, stalking, harassment, coercion, verbal abuse, or any other conduct, which has a direct and substantial disruptive influence on the life or educational endeavors of any person.
- Sexual misconduct.
- Conduct, which is lewd, indecent, obscene, or disorderly.
- Incapacitation due to the abuse of alcohol or a controlled or other intoxicating substance, or appearing in a public place manifestly under the influence of such, particularly when there is danger to self, others, or property or there is unreasonable annoyance to others.
- Making, possessing, or using any controlled substances or paraphernalia or providing them to other persons.
- Possessing or using alcohol if underage, or providing it to those who are underage.
- The unauthorized possession or use of firearms, ammunition, explosives, fireworks, or devices classified as weapons by state statute; the use of instruments, which simulate such items in acts, which threaten or alarm others.
- Hazing.
- The intentional false report of a bomb, fire, or other emergency, or the unauthorized alteration or misuse of any fire alarm, firefighting equipment, safety, or other emergency device.

Standard 3: Students comply with the policies, procedures, and academic programs of the Department.

Violations of this standard:

- Conduct, which by itself, or in conjunction with the conduct of others, disrupts or impairs the carrying on of normal University functions.
- Refusal to cooperate with or failure to carry out the reasonable directive, written or verbal, of faculty or staff members acting in the performance of their duties.
- Misrepresenting or falsifying any University record, forms, or procedure; making knowingly false oral or written statements to any University official.
- Providing false testimony at a disciplinary hearing, failure to satisfy the terms of a disciplinary sanction, or disregarding disciplinary procedures.

Concession Policies

Incomplete Policy

The University has implemented a policy for incomplete grades (INC). When, **due to extenuating circumstances,** a student needs additional time to complete the course, he or she must submit a written request to the appropriate faculty member, chairperson, and dean for a time extension to complete course requirements. After completion of an INC course, a grade of (I) is retained on the student's transcript along with the final earned grade and the date. Students have one year to complete the coursework for an earned INC (for a fall INC, they have until the end of the following fall). If they don't complete it within a year, the INC remains permanently on their record. They would need to retake the course and pay again. The policy states that students can request an extension through the office of Academic Affairs.

Students who receive a grade of INC in EDC 669, Counseling Practicum, must complete the course requirements prior to starting the Internship I course (EDC 683 or EDC 690). Students taking either EDC 683, CMHC Internship, or EDC 690, SC Internship, must complete all course requirements prior to starting the Internship II course (EDC 684 or EDC 691). No student will be allowed to begin a Practicum or Internship without having completed all requirements, including all 90 or 300 hours of the prerequisite course.

The **Incomplete Grade Agreement** – **GRADUATE COURSE** form must be completed and signed by the student and faculty member and submitted to the Chair and Dean for approval. This must be done prior to the end of the semester in which the incomplete grade is requested.

Absence/Tardiness Policy

Class Participation /Professional Comportment/Full Participation in Asynchronous Weeks (where applicable) - The methods of instruction for courses throughout the school and clinical mental health counseling programs combine the use of lecture, class discussion, group activities, and triadic supervision. A mutual environment of learning is fostered by active participation by all. This necessitates being an active contributor and completing assigned readings and activities so that effective discussion can occur. **Please note that students who do not participate completely in discussion boards, or other online assignments, where applicable, will have their final course grade reduced by half a grade. For example, if your overall class average is an A, but you do not completely participate in all online week assignments during the time frame in which they are due, your final course grade will now be an A-.** It is expected that an unconditionally respectful classroom environment will be created and maintained by all members of the class community. **Please note that if you are not actively contributing, then your participation grade will be lowered.** (See attached Class Attendance/Participation rubric for grading details.)

CLASS PARTICIPATION RUBRIC AMD COMPORTMENT RUBRIC

9 – 15 Possible Points

CATEGORY	5	4	3
Professional Attitude & Demeanor	Student is always respectful of others; displays a professional attitude and demeanor at all times towards others both in verbal and written interactions; accepts constructive criticism extremely well	Students is almost always respectful of others; predominately maintains a professional attitude and demeanor towards others both in verbal and written interactions; accepts constructive criticism moderately well	Student reacts inappropriately at times towards others either verbally, in writing or through both mediums; sometimes displays inappropriate professional attitude and demeanor towards others; reacts negatively at times to constructive criticism
Preparation	Student is always prepared for synchronous or asynchronous class discussions and submits all assignments in a timely manner	Student is usually prepared for synchronous or asynchronous class discussions and submits most assignments in a timely manner	Student is frequently unprepared for synchronous or asynchronous class discussions and frequently is late in submitting assignments
Level of Engagement	Student is always proactively contributing to synchronous or	Student frequently contributes to synchronous or	Student infrequently contributes to synchronous or

	asynchronous class discussion, group activities and triadic supervision by offering comments, expressing thoughts and opinions and always asks questions during each class discussions	asynchronous class discussion, group activities, and triadic supervision by offering comments, expressing thoughts and opinions and frequently asks questions during most class discussions	asynchronous class discussions, group activities and triadic supervision by offering comments, or expressing thoughts and opinions; waits to be asked to participate and infrequently asks questions during class discussions

Plagiarism & Cheating

- Plagiarism is the act of taking and passing off as one's own ideas, writings, etc., of another person. Plagiarism is not only unacceptable, but it is condemned in the strongest terms possible regarding ethical, academic, and legal grounds. Under the present LIU policy, the offense of plagiarism is punishable by a range of penalties. Students will automatically fail the assignment; they may also fail the course and or be expelled from the Department and/or University.
- A copy of work obtained from the Internet must have the source referenced within the document. Failure to do so is considered cheating. Additionally, students may be held accountable within a civil or criminal court of law (e.g., violating copyright or trademark agreements). This means that students caught cheating are in jeopardy of expulsion from the Department and/or University, depending on the extent and scope of the situation.
- Copying other students' work (on at-home assignments, logs, treatment plans, research papers, reaction papers, etc.) is plagiarism. A student will be considered to have cheated on such assignments if the assignment is copied from a published text and/or another student's work. Such cheating will result in automatic failure on the assignment and the failing grade will be factored into the final grade for the course. Instructors have the prerogative to fail the student in the course.
- Instructors will consult with the Department Chair if they perceive a student's writing is not reflective of their style and may be plagiarized.
- Students will follow expectations listed in course syllabi regarding uses of electronic devices and media during exams.
- Upon consultation and alignment with the Department Chair, instructors can refer students suspected of plagiarism to the Retention and Review Committee for further assessment and additional action steps regarding the situation. Students are required to adhere to any action steps outlined by the Retention and Review Committee in such circumstances.

Electronic Devices

It is the policy of the Department that all electronic devices, including cell phones, must be turned off and put away for the duration of each class throughout the semester. Texting or engaging on social media are not allowed during class time.

APA Formatting

To prevent plagiarism, the Department requires that students format papers/manuscripts and cite and reference external resources according to the American Psychological Association's (APA; 2020), *Publication Manual of the American Psychological Association.*

Academic Petition Procedure

Student Grade Appeal Procedures

A graduate or undergraduate student may appeal a grade by using the following procedures. Where mentioned, the words "college," "program," "dean," and "department chair" or "program director" are the program, department, or college in which the course being appealed is offered. All timelines refer to the first regular (15-week) semester after the semester or summer term in which the grade was awarded. A week consists of five business days or seven calendar days. Grade appeals are not processed during the summer sessions unless the dean determines a case warrants immediate review, such as those for students cleared for May graduation.

Graduating students completing final degree requirements should alert Enrollment Services (for undergraduates) or Graduate Programs as soon as course grades are posted if they intend to file a grade appeal in the next regular semester. Assuming the student has satisfied all degree requirements, the degree itself will be placed on hold while the appeal is conducted. When the appeal is resolved or the dean makes a final decision, the student's degree will be awarded and backdated to the term when all requirements were satisfied. During the interim, students may request an official letter of degree completion for purposes of employment or graduate/professional school admissions.

The following timeframes represent University policy. In cases where programs have their own timeframes for making a grade appeal, the more restrictive policy will apply.

Grade Appeal Steps:

Step 1: Within 30 calendar days after the start of the following regular semester (excludes summer session), or sooner, if possible, the student should discuss the concerns with the course instructor, stating the reasons for questioning the grade. If the instructor is a teaching assistant/associate and this interview does not resolve the difficulty, the student shall discuss the problem with the person in charge of the course.

Step 2: Within 30 calendar days after the start of the following regular semester (excludes summer session), or sooner, if possible, the student shall go to the college dean's office to obtain any requisite forms and to review directions. Students must attest in writing that they have informed the instructor of their intention to file a grade appeal.

Step 3: Within 30 calendar days after the start of the following regular semester (excludes summer session), or sooner, if possible, the student shall carefully formulate an appeal in writing, and submit it to the instructor with a copy to the department chair, or program director.

Step 4: Within two weeks from the date of receipt of the student's written statement, the instructor shall respond to the student in writing. The instructor should explain the grading procedures and how the grade in question was determined as well as other issues raised in the student's statement.

Step 5: If the instructor is not available or does not resolve the matter within the two-week period, the student shall, within one week thereafter, readdress and submit the written appeal to the department chair, or program director.

Step 6: The department chair or program director has two weeks to consider the student's written statement, the instructor's written statement, and confer with each. The department chair or program director may not change the grade but shall inform the instructor and the student in writing of their recommendation. If a grade change is recommended, the instructor may refuse to accept the recommendation. The instructor shall notify the department chair, or program director and the student in writing of their decision.

Step 7: If the department chair or program director does not act on or resolve this matter to the student's satisfaction within a two-week period, the student shall, within one week thereafter, readdress and submit the written appeal to the dean.

Step 8: The dean shall review the student's appeal and take appropriate action. If the basis of the appeal is the fundamental fairness of treatment of the student by the instructor, the dean should convene a committee to review the case. Valid reasons for convening an appeal committee include but are not limited to: a violation of University policy, a failure to follow published course policies, a lack of consistency within the student's course section, or a dispute over the factual accuracy of

graded work. The following are NOT reasons that should be brought to a committee: a disagreement with published course policies, differences in classroom policies or grading schemes in different courses or between different sections of the same course, or a grade's impact on a student's academic progress, athletic eligibility, or eligibility for veteran's benefits.

Step 9: When appropriate, the dean shall convene a committee to review the case. The committee consists of five members. Faculty representatives include one from the department or program of the instructor concerned, and two from closely related programs, departments, or colleges. The Dean of Students shall nominate two student representatives. Student representatives shall be full-time upper-division undergraduate students for appeals by undergraduate students or full-time graduate students for appeals by graduate students. All student members must be in good academic standing in that college.

Within the structure provided by the dean, the committee shall design its own rules of operation and select a chair other than the faculty representative from the department or program concerned. The student and instructor shall represent themselves. The committee may, or may not

- meet separately with the student, the instructor, and the department chair or program director
- request each party to submit a brief written summary statement of the issues, and/or
- interview other persons who have relevant information.

If feasible, the committee should meet with the student and the instructor together in an attempt to resolve the difference. The committee shall consider all aspects of the case before making its recommendation. The committee shall make a written report with recommendations and provide copies to the student, the instructor, the department chair or program director, and the dean.

Step 10: The dean shall make a decision after full consideration of the committee's recommendation and within four weeks of receiving the student's appeal. The dean has the authority to change the grade to a different credit-bearing grade, which includes regular grades (A, B, C, D, F), alternative grades (S, P), or optional grades (P, F), depending on the course grading system and the system chosen by the student at registration. The registrar shall accept the dean's decision. The department chair or program director, the instructor, and the student shall be notified in writing of the dean's decision.

Step 11: If the dean, and if applicable the dean-appointed committee, do not act on or resolve this matter to the student's satisfaction within a one-week period, the student shall, during week 10 readdress and submit the written appeal to the Vice President for Academic Affairs. The Vice President for Academic Affairs has the authority to change the grade to a different credit-bearing

grade, which includes regular grades (A, B, C, D, F), alternative grades (S, P), or optional grades (P, F), depending on the course grading system and the system chosen by the student at registration. The registrar shall accept the Vice President for Academic Affair's decision. The dean, department chair or program director, the instructor, and the student shall be notified in writing of the Vice President of Academic Affair's decision.

Grade Appeal Timetable Prior to:	**Complete steps:**	**Responsibility of:**
30 calendar days after the start of the following regular semester	1,2, and 3	Student
Week 2	4	Instructor
Week 3	5	Student
Week 5	6	Department Chair or Program Director/Instructor
Week 6	7	Student
Week 10	8,9, and 10	Dean
Week 10	11	Vice President for Academic Affairs

Course Transfers

Transfer of any graduate courses must be evaluated during the first semester of study by the Chair of the Department of Counseling and Development. Transfer of graduate credits is limited and requires both the Chair's and the Dean's approval. Any courses being considered for transfer credit requires submission of course syllabi for review to ensure that course content is consistent with CACREP requirements for similar coursework.

Waived Courses

All courses in the program have been carefully designed to prepare students to enter the counseling profession as competent counselors. While life experiences and professional involvement in related fields are appreciated and can only add to the development of the professional counselor, no courses will be waived based upon such experience. Courses taken at the graduate level which specifically match courses in our program (e.g., research, tests and measurements, etc.) will be evaluated on an individual basis (minimum grade of B). Undergraduate courses cannot be considered for waivers. Students must provide both an official transcript from the other university and a copy of the *Graduate Bulletin* description of the course. Students must take approved elective

courses in place of any waived ones. A course must have a letter grade entered on the transcript in order for it to be waived or used as a credit bearing course.

Student Retention & Review Policy

I. Academic Criteria for Retention:

A. Progress indicating completion of the degree requirements in five years must be evident.

B. A grade point average of 3.0 or better must be maintained.

1. One grade of B- or below: Student receives a warning letter and must see their faculty advisor. (See below for grade of F)
2. Two grades of B- or below: Student's progress is reviewed by the Student Retention and Review Committee, which will make a recommendation to the Department as to whether or not the student should be permitted to continue.
3. Three grades of B- or below: Student's progress is reviewed by the Student Retention and Review Committee and by the Department and if the record is correct, the student is dropped from the program.
4. Any grade of F: Requires that the student meet with the Student Retention and Review Committee, which will make a recommendation to the Department as to whether or not the student should be permitted to continue.
5. Any student who has two or more incompletes may not continue in the program until those grades are resolved. The Chair may waive this restriction.

II. Student Conduct Criteria for Retention:

A. Student behavior must fall within the legal parameters of the jurisdiction in which they live and practice. Any relevant behavior falling outside the law: Requires that the student meet with the Student Retention and Review Committee, which will make a recommendation to the Department as to whether or not the student should be permitted to continue.

B. Student behavior must be in compliance with the professional Ethical Codes of the American Counseling Association (ACA), the American School Counselors Association (ASCA), and the American Mental Health Counselors Association (AMHCA). Any behaviors falling outside these guidelines: Requires that the student meet with the Student Retention and Review Committee, which will make a recommendation to the Department as to whether or not the student should be permitted to continue.

C. Students must observe the highest principles of academic integrity and support a campus environment as described in the Student Conduct Code of the Graduate Student Handbook. Any violations of these principles: Require that the student meet with the Student Retention and Review Committee, which will make a recommendation to the Department as to whether or not the student should be permitted to continue.

D. Students must demonstrate a respect for the health, safety, welfare, and rights of all persons as described in the Student Conduct Code of the Graduate Student Handbook. This includes but is not limited to comportment inside and outside of the classroom**.** Any violation of these principles: Requires that the student meet with the Student Retention and Review Committee, which will make a recommendation to the Department as to whether or not the student should be permitted to continue.

E. Students must comply with the policies, procedures, and academic programs of the Department as described in the Student Conduct Code of the Graduate Student Handbook. Any violations of these policies, procedures, and academic programs: Require that the student meet with the Student Retention and Review Committee, which will make a recommendation to the Department as to whether or not the student should be permitted to continue.

III. Review Procedures:

A. The Retention and Review Committee is a standing committee of the Department of Counseling and Development. It consists of a minimum of three full-time faculty members who are responsible for addressing all academic and behavioral issues involving students within programs offered by the department.

B. The primary objective of the R & R Committee is to address concerns and or maladaptive behaviors unbecoming of a professional. This is accomplished through recommending students to seek professional help, and/or requiring assignments to target identified specific knowledge base or skill set deficits.

C. Any concerns regarding a student in any of the department's programs may be brought to the attention of the department by full-time faculty, adjunct faculty, site supervisors or any other stakeholder, such as agency directors or school administrators.

D. Upon notification of any concerns, whether academic or behavioral, the full-time faculty will determine if the student's academic performance or behavioral problem require the attention of the R & R Committee, or if it would better be handled by the student's faculty advisor.

E. If it is decided that it does require R & R Committee intervention, action is taken immediately to contact the student and set up a formal meeting with the committee. Students are contacted via telephone, email, and if necessary, regular mail by the R & R Committee chair to set up a face-to-face meeting with the R & R Committee.

F. At the meeting, the committee members solicit information from the student related to the issues at hand. Students are given ample time and opportunity to provide explanation(s) and any related documentation pertinent to the reason for the meeting.

G. After a thorough and comprehensive review of elicited explanation and documentation, the R & R Committee members make formal recommendations to the full faculty who then vote on those recommendations.

H. If a majority of the faculty vote to implement the R & R Committee's recommendations, the Chair of the department then sends a formal written letter to the student advising them of the Committee's decision. The student is also advised in the letter that they may appeal the sanction to the Chair of the department.

I. If the Chair is unable to resolve the student's appeal to their satisfaction, the student may then appeal the decision to the Dean of the College of Education, Information and Technology (CEIT), usually within 30 days.

J. If a student does not comply with, or successfully fulfill any R & R recommended remediation requirements, then action may be taken to formally dismiss the student from the program.

It is the policy of the Department of Counseling and Development to make every conceivable effort to assist students to successfully remediate the issue(s) that have been brought to the attention of the R & R committee. As stated above, the Retention & Review Committee and full faculty are committed always to attempt full remediation of the student's issues. Dismissal action is only taken in the most egregious situations or when there is noncompliance on the part of the student with the faculty's full remediation recommendations.

Criminal Background & Drug Testing

A criminal conviction and/or the use of illegal drugs may impede or bar your entry into your chosen field of study. Students seeking entrance into many fields of study including counseling, education, and health and human services professions should be aware that a criminal record can result in the refusal of licensing/certification/registration agencies to issue the credential needed to practice in that field of study. Prospective students are urged to contact the pertinent state and/or federal licensing agency to inquire whether a criminal record will have an impact on licensure or certification eligibility.

Many clinical/field experience affiliates now require the completion of criminal background checks and/or drug testing for employees, volunteers, and students affiliated with the site. Therefore, students who plan to participate in a clinical/field experience may be asked to undergo a criminal background check, and/or a drug screen. Students should be aware that our clinical/field affiliates can reject or remove a student from the site if a criminal record is discovered or if a drug test is positive. In the event that a student is rejected from a clinical/field site due to information contained in the criminal background check or drug screen, the student may be unable to complete a required clinical/field experience. In such an event, the student may be advised to withdraw from the program.

Required Workshops

New York State Mandated Child Abuse Workshop (Required-All Students)

New York State requires all candidates to complete a two-hour workshop in the recognition and reporting of child abuse. In order to receive the official State form certifying the completion of this requirement, students must register for the Child Abuse Seminar given by the Continuing Education Department (516-299-2236).

New York State Mandated "Project Save" Workshop (Required-School Counseling Students)

In 2000, the Legislature passed, and the Governor signed the Governor's Safe Schools Against Violence in Education Act (PROJECT SAVE). Among its many provisions is one that amends section 3004 of the Education Law by adding a new Subdivision 3:

> The commissioner shall prescribe regulations requiring that all persons applying on or after February second, two thousand one for a teaching certificate or license, including but not limited to a certificate or license valid for service as a classroom teacher, teaching superintendent of schools, shall, in addition to all the other certification or licensing requirements, have completed two hours of course work or training in school violence prevention and intervention. The coursework or training shall be obtained from an institution or provider, which has been approved by the department to provide such course work or training.

In order to receive the official State form certifying the completion of this requirement, students must register for this violence prevention and intervention workshop given by the Continuing Education Department (516-299-2236).

"Dignity for All Students Act:" DASA Workshop (Required-School Counselors)

New York State's Dignity for All Students Act (The Dignity Act) seeks to provide the State's public elementary and secondary school students with a safe and supportive environment free from discrimination, intimidation, taunting, harassment, and bullying on school property, a school bus and/or at a school function.

Effective 1/1/14 all applicants for NYS Certification are required to complete 6 clock hours of coursework or training in accordance with Article 2 Sections 10-18 of the Education Law. Applicants must register through Continuing Education (516-299-2236).

Fingerprinting (Required- School Counselors)

All candidates seeking N.Y.S. Certification must be fingerprinted and submit to criminal background checks. Instructions for the fingerprinting process and online submission can be found at the College of Education web site: http://ceit.liu.edu/Certification/Cert.html.

Student Support Services

Students with Disabilities

In compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, including changes made by the ADA Amendments Act of 2008, I will make

accommodations for students with disabilities. It is necessary for those students to provide me with the appropriate DSS Accommodations Form by the end of the second week of classes. Please contact the office of Disability Support Services in the Center for Learning at 516-299-3057 to take appropriate steps to develop an appropriate educational plan.

If you are a student with a documented disability, medical condition, or think you may have a disability, and will need accommodations, academic adjustments, auxiliary aids, or other services, please contact the Office of Disability Support Services by calling 516-299-3057 or emailing Post-LearningSupport@liu.edu to request services, accommodations or for additional information. Additional information is also available on the DSS website: www.liu.edu/post/dss.

The Center for Healthy Living offers supportive psychological and nutritional services Monday – Friday 9 a.m. to 5 p.m. and is located in Post Hall, Lower Level – South Entrance (parking lot side of building.) Additional information is available by emailing Post-HealthyLiving@liu.edu or calling (516) 299-3468.

LIU Post offers free tutoring in subject areas and in writing. For information about how to register for tutoring, contact The Center for Learning: Post-LearningSupport@liu.edu or 516-299-3057.

In Addition, as per the LIU Post catalogue, students with disabilities who desire accommodations must submit appropriate documentation of their disability to the office of Disability Support Services (DSS) located in the Learning Support Center. Professional staff will review & evaluate this documentation, interview the student, & provide the student with completed Accommodations Forms for presentation to the teaching faculty. Campus departments will be notified, as necessary, of the need for additional accommodations noted in the student's documentation. Accommodations Forms must be obtained each semester, before the semester begins. DSS files are confidential. Accommodations cannot be given to students unless the appropriate document is given to the professor.

If you are a student with a documented disability, medical condition, or think you may have a disability, and will need accommodations, academic adjustments, auxiliary aids, or other services, please contact Marie Fatscher in Disability Support Services (Post Hall, Lower Level, C10) at 516-299-3057 or email, Marie.Fatscher@liu.edu to request services, accommodations or for additional information. Additional information is also available on the DSS website: www.liu.edu/post/dss.

LIU Post is now providing students with disabilities who have a note taker as an approved accommodation with a license to use the Sonocent Audio Note Taker Program in the class(es) in which assistance with notes is needed. This accommodation will be indicated on the students' accommodations forms that are presented to you. The Sonocent program is installed on the

student's laptop and there is a companion app installed on their phone. The student can use their laptop or record the lecture on their phone and then transfer the recording to their computer to do the rest. The students will use the app to record lectures and highlight important information during the lectures. After class, the student will playback and review the recording to create their own notes. For additional information on the Sonocent Audio Note Taker Program, please view the short YouTube video at: http://www.sonocent.com/sprint.

Center for Healthy Living

The *Center for Healthy Living* offers a variety of support services for students such as mental health counseling, nutrition counseling, and health services to LIU students. We strongly encourage our students to familiarize themselves with this on-campus service and seek support from them as needed. The Center for Healthy Living at LIU Post is located in the Life Science Building/Pell Hall, Rooms 155 & 154. **The Center can be reached at (516) 299-3468**.

Services provided include support for the following:

Stress
Anxiety and Depression
Relationship issues (family and friends)
Sexual, Physical, and Emotional Violence
Grief and Loss
Adjusting to College/Graduate Life
Alcohol and Substance Use and Abuse Issues
Body Image, Disordered Eating, Eating Disorders
Health Issues and Questions
Outreach Programming
Nutrition Counseling

Contact Information:

Director: Lynne Schwartz, Lynn.Schwartz@liu.edu or Post-HealthyLiving@liu.edu

The LIU Post Center for Healthy Living is partnered with the NYIT Academic Health Care Center. Please call 516-686-1300 to schedule an appointment with a doctor or call the nurse at 516-299-3477. The NYIT Academic Health Care Center is open Monday through Friday from 8:30am to 5:00pm. For medical emergencies, contact Public Safety at 516-299-2222.

The Writing Center

Email: Post-WC@liu.edu

Phone: 516-299-2732

The Writing Center at Post provides free writing assistance to all students. Writing assistants can work with you at any point in your writing process from helping to clarify an assignment or prompt, through brainstorming, organizing, and developing your ideas, citing your sources, and polishing your writing. Follow us on Instagram for information and updates: @postwc

If you have any questions, please email us at **Post-WC@liu.edu** or contact the director, Mary Pigliacelli by email, Mary.Pigliacelli@liu.edu or phone, 516-299-2732.

COURSE INFORMATION

Course Descriptions

Courses within both the clinical mental health counseling and school counseling programs are taught in a face-to-face classroom format. There are some courses that are offered in blended format. For those courses offered in a blended format, five (5) class sessions are conducted online using Brightspace. Courses offered in the blended format are identified on LIU's schedule of courses, which is posted prior to registration. Thus, students will know which courses are utilizing a blended form when registering for coursework. The syllabi for blended courses are identified as such and include a course calendar informing students when they will be meeting face-to-face and when Blackboard will be utilized.

EDC 601 Foundations of Clinical Mental Health Counseling & Ethics (CMHC)

To be taken as the first course in the Clinical Mental Health Counseling specialization, within the student's first 15 semester hours of work. This course is an introduction to preventive education and counseling for mental and emotional health as uniquely available in mental health centers. The course prepares students to work in counseling teams and enrichment programs, to handle referral procedures, community relations and teamwork, and to deal with mental health problems in terms of their etiology and the innovations in the field. The *Graduate Handbook* is required reading for the course. 3 credits, Fall and Spring.

EDC 602 Introduction to School Counseling & Ethics (SC)

This is the basic introductory course that exposes the student to the world of professional counseling with an emphasis on school counseling. It also provides the student with training in ethics within the counseling profession with specific attention given to the American Counseling Association (ACA) Code of Ethics and the Code of Ethics of the American School Counselors Association (ASCA). This foundation course in school counseling prepares students to apply basic counseling skills in an elementary, middle, or high school setting. Emphasis is placed on the expanded role of the school counselor in curriculum, instruction, assessment, and consultation as well as providing training in the ASCA National Model of School Counseling. Focus is placed on the various roles of the elementary, middle, and secondary school counselor, tools and strategies appropriate in those settings, and consultation and collaboration with other school personnel. The course will also cover concepts and techniques of the counseling process in the school setting, behavioral and developmental problems, and enhancing the creative capabilities of students. It will help to prepare prospective school counselors to develop, plan, and implement a comprehensive school counseling program, including the college admission process, and to understand their roles

as professional school counselors in helping students reach their academic, career, social, and personal potential. The course will also explore job opportunities on Long Island, New York City, upstate New York, and nationally. The *Graduate Handbook* is required reading for the course. 3 credits, Fall only.

EDC 604 School Counseling: Leadership, Advocacy, Collaboration, & Systemic Change (SC)

This course focuses on the four major themes of the current American School Counselor Association's (ASCA) National Model. The four themes of Leadership, Advocacy, Collaboration, and Systemic Change envelop the components of the ASCA model, underscore the systemic nature of school counseling, and are integral characteristics within the professional identity of school counselors. Thus, leading, advocating, collaborating, and changing systems are intentional and distinguishable actions of effective professional school counselors. To effectively implement a Comprehensive School Counseling Program, school counselors must lead, change, and advocate for students' needs, collaborate with all stakeholders, and serve as agents of systemic change. This course will provide detailed and comprehensive coverage of the four themes focusing on the present school counseling leadership environment. It will also foster individual and collaborative reflection while exploring leadership models of influence and examining applicable leadership characteristics and practices. Prerequisites: EDC 602, 3 credits, Fall and Spring

EDC 608 Diagnostic Interviewing and Assessment in Clinical Mental Health Counseling (CMHC)

This course is a weekly seminar focused on, but not limited to, the following: the etiology, diagnosis, treatment, referral and prevention of mental disorders through the utilization of current diagnostic assessment tools, including the Diagnostic and Statistical Manual (DSM) and International Classification of Diseases (ICD); psychological assessment, case conceptualization, psychopathology, diagnostic intake interviewing, mental status evaluation, biopsychosocial history, mental health history, psychological assessment for treatment planning and caseload management guidelines. Prerequisites: EDC 610 and EDC 615. 3 credits, Fall only.

EDC 610 Psychopathology for the Professional Counselor (CMHC and SC)

This course provides an in-depth review of a broad spectrum of psychopathological conditions as defined in the current edition of the Diagnostic and Statistical Manual (DSM) of the American Psychiatric Association. The course will focus on understanding the etiology, prevalence and incidence, signs and symptoms of the various mental disorders delineated in the DSM. A focus will

also be placed on learning the criteria necessary to provide a differential diagnosis. There will also be an emphasis on increasing understanding of clinical issues and current research in development and maladaptive behavior and on comparing and contrasting different theoretical perspectives on each mental disorder. Ethical issues and limitations related to current diagnostic systems will be discussed. This course will provide the student with a solid foundation in psychopathology and enhance the student's mastery in understanding the pathogenesis of the various mental disorders. 3 credits, Fall and Spring.

EDC 611 Evidence Based Treatment Planning in Clinical Mental Health Counseling (CMHC)

Evidenced-based practice (EBP) has steadily become the standard of care in the mental health field. This course is a weekly seminar focused on introducing clinical mental health counseling student trainees to the process of empirically informing their psychotherapy treatment plans. Empirically supported treatments (EST) are treatments whose efficacy has been demonstrated through clinical research. The course will cover: psychopharmacology; cognitive behavior therapy; rational emotive cognitive behavior therapy; behavior therapy; eye movement desensitization reprocessing; dialectical behavior therapy; acceptance and commitment therapy, motivational interviewing; exposure therapies; interpersonal psychotherapy; and other empirically supported treatment approaches as necessary. Prerequisite: EDC 608. 3 credits, Spring only.

EDC 612 Trauma Counseling (Elective)

This course validates and addresses the emergent new field of trauma studies and the growing body of trauma-related best practices. It provides mental health counselors and other mental health practitioners with a comprehensive review of the various types of trauma experiences, the human vulnerability for traumatic experiences across the life span, and the intersections among trauma, crisis, and disaster events. It discusses pertinent diagnostic and case conceptualization issues as well as presents individual systems interventions and collaborations. The course offers and presents a rich array of trauma-related resources which includes websites, films, manuals, DVDs, and a variety of other useful tools. 3 credits, Rotating Basis.

EDC 613 Diversity and Socio-Cultural Issues in Counseling (CMHC and SC)

Major twenty-first century contributions of sociology and anthropology will be examined with a view to understanding the role of socio-cultural factors in human development and behavior. This course will also examine the impact of the socio-cultural viewpoint on contemporary concepts of adaptive and maladaptive human behavior and related mental health issues. 3 credits, Fall and Spring.

EDC 614 Human Growth and Development Over the Lifespan (CMHC and SC)

This course focuses on understanding the principles and rationale of developmental counseling over the lifespan from a multicultural perspective. Students become familiar with the primary functions of the developmental counselor: counseling, consulting, coordinating, assessment, and advocacy. Students will examine the developmental theories of Piaget, Erikson, Vygosky, and others. They will examine the cognitive, physical, social, and emotional development of the individual during early childhood, middle childhood, adolescence and adulthood. In addition to an overview of developmental stages and developmental tasks, which children face, the course includes exploration and experimentation with various and unique methods used in developmental counseling. Students will explore various developmental crises and impediments to optimum development and, in small groups, do an oral report of their findings. They will compile a developmental portfolio, presenting characteristics of each developmental milestone, and develop a comprehensive guidance plan to address the developmental needs during the school years. A prerequisite or corequisite of EDC 601 or EDC 602. 3 credits, Fall and Spring.

EDC 615 Theories of Counseling (CMHC and SC)

This is a basic course in counseling theories and techniques and their application within a multicultural and diverse society. Students gain an understanding of the major theories of counseling and psychotherapy, (e.g., psychoanalytic, existential, person-centered, gestalt, reality, behavioral, cognitive-behavioral, and family systems, etc). In addition, the counselor as a person and a professional is explored as well as ethical issues in counseling and therapy. Prerequisites or corequisites: EDC 601or 602. 3 credits, Fall and Spring.

EDC 616 Family Counseling (CMHC)

This course offers a consideration of theories, practices, and related activities with couples, parents and/or other related adults and children. Included in the course is a survey of some major trends and problems associated with individual adjustments, adaptations, and other reactions within family and social settings. 3 credits, Fall only.

EDC 617 Principles of Couple Counseling (Elective)

A study of the theoretical and practical aspects of couple counseling from initial referral to termination. The difference between this form and individual, group, or family counseling will be examined in order to understand the clinical issues involved. Both the object relations and the

systemic theories will be studied with emphasis on the clinical application to help couples change, according to their therapeutic goals. 3 credits, Spring only.

EDC 619 Socio Cultural Issues in Counseling: A Field Based Experience (Elective)

It is critical for the helping professional to give due consideration to CULTURE and its impact in the counseling relationship/process. Multicultural counseling is counseling that takes place among people of different cultural backgrounds. It takes into consideration the individual experiences of the clients in their cultural context. This course will provide a field based MULTICULTURAL immersion into a cultural experience (place to be identified by the professor). It will seek to expose students to field experiences which will provide primary exposure to the cultural nuances; explore cultural awareness of one's own cultural values and biases as they reflect on personal stereotypes; understand how race, culture, and ethnicity may affect personality formation, vocational choices, and manifestation of psychological disorders, help-seeking behavior, and the appropriateness of counseling approaches; understand the impact of multiculturalism as a force in the professional helping discipline; understand the pitfalls of Cross Cultural counseling; explore the cultural dynamics of the dominant ethnic groups and the implications for culturally responsive counseling; examine the research on cutting edge issues in counseling clients of diverse cultures; understand the ethical implications of Multicultural counseling; and become aware of the consequences of social intolerance and the global impact. Department consent required. 3 credits, on occasion.

EDC 652 Counselor's Approach to Human Sexuality (Elective)

A study of human sexuality from its normal manifestations and development to its dysfunctions. The student will be guided to examine his/her own attitudes and values in this area and to learn counseling approaches to problems and questions related to sexuality. 3 credits, Rotating basis.

EDC 653 Evidenced Based Practices for School Counselors (SC)

This course offers a preparatory to evidenced-based school counseling practice and provides students with the information and skills to identify, track, and analyze data through the examination of case examples and scenarios. In addition, students will be able to develop a basic knowledge on how to use and evaluate data and promote evidenced-based interventions. 3 credits, Spring only.

EDC 654 Introduction to Addictions Counseling (Required for SC, maybe used as elective for CNMHC)

Alcoholism, addiction, and substance abuse as behavioral psychological problems are analyzed to enable professional counselors to integrate current theories of abuse and addiction and etiological

models into their work with individuals manifesting problems with abuse and dependence on alcohol or other substances. The course will provide a comprehensive overview of the full spectrum of addictive disorders and their consequences. Approaches to the assessment and evaluation of alcoholism and substance abuse will be reviewed, discussed, and analyzed, as well as, cross cultural concerns and considerations. Training in tobacco use and nicotine dependence will also be covered. Ethical guidelines for addiction counseling will be addressed as detailed in the ethical guidelines of the National Association for Alcoholism and Drug Abuse Counselors (NAADAC). 3 credits, Fall only.

EDC 657 Treatment Approaches in Addictions Counseling (Elective)

Treatment planning and treatment setting are critical elements related to the efficacy of all substance abuse programs. This course continues the study of addictions counseling and substance abuse by building upon the concepts of accurate assessment and diagnosis. Students will become familiar with the processes of treatment planning and the various approaches to treatment including psychotherapeutic, group, pharmacotherapy, and 12-step programs, as well as maintenance and relapse prevention. The course will cover the various treatment populations including families, persons with disabilities, children, adolescents, college students, and the LGBT population. Co-occurring disorders to addiction treatment will also be reviewed. Prerequisite: EDC 654. 3 credits, Spring only.

EDC 658 Critical Treatment Issues Confronting Professional Counselors (Elective)

Newly graduated mental health professionals are frequently confronted with specific mental health issues or common client problems for which they do not feel adequately prepared to deal with. Such mental health issues/problems include eating disorders, sexual abuse, self-injurious behavior, body-image disorders, suicide, trauma, grief/bereavement, and sexual minorities. This course will provide the counselor trainee with essential information on these critical mental health issues so that they will develop a solid foundation from which to develop competencies and skills necessary to effectively treat clients manifesting such issues. This course is intended to enhance awareness on important mental health issues that will promote professional competence, as well as provide sufficient basic information about the treatment options available and recommendations for resources to consult. 3 credits, Rotating basis.

EDC 659 School Counseling: College Admissions & Educational Planning (SC)

This course provides a deeper exploration into the multifaceted roles of the school counselor. Topics of discussion include the processes of educational planning, the college admissions

process, family community partnerships, students with special needs and varying exceptionalities, the impact of current special education regulation, and current educational standards. Prerequisite EDC 602. 3 credits, Spring only.

EDC 660 Practicum in Psychological Testing for Counselors (CMHC)

This course is a laboratory experience designed to develop adequate understandings and competencies with respect to concerns, issues, and implementation factors related to administration, scoring, recording and interpretations of aptitude, intelligence tests, as well as interest and personality inventories. Prerequisite: EDC 601. 3 credits, Spring only.

EDC 668 Counseling Pre-Practicum (CMHC and SC)

This is a basic counseling laboratory course designed to provide supervised practical counseling experience from a life span and a multicultural perspective that can be applied in the school or agency. Students learn the basics in terms of the active listening skills and the use of appropriate counseling techniques through role-play and other activities. Students will be required to complete three (3) actual tape-recorded sessions with an individual who will serve as a "practice" client. These tape-recorded sessions will serve as material for in-class discussions on how to utilize basic counseling techniques in a simulated therapeutic encounter. Interview summaries, detailed analysis, and other relevant counseling experiences are a part of the course. Orientation to the role of the professional counselor and ethical concerns are discussed. Prerequisite or corequisite of EDC 601 or 602, EDC 615. 3 credits, Fall and Spring.

EDC 669 Counseling Practicum (CMHC and SC) 6 credits

This course is an in-depth counseling laboratory course designed to provide supervised practical counseling experience from a life span and multi-cultural perspective through successful completion of 100 hours of which sixty (60) hours of observation, interaction, and supervision take place at a school or mental health agency site; thirty (30) hours of direct service via individual and group counseling to clients at that site; and ten (10) hours off-site with clients who will be audio-taped. The purpose of the sixty hours, which can be interspersed throughout the semester, is to acclimate the practicum students to the environment in which the counseling experience occurs. Interview summaries, detailed analyses, and other relevant counseling experiences are a part of this course. Again, it must be emphasized that practicum students in 669 must provide forty (40) hours of direct service to clients of which thirty (30) hours take place at a school or agency site and ten (10) hours are provided to non-site clients. With on-site clients, practicum students are to

document and describe each individual and group counseling experience, which are to be shared with the cooperating counselor and reflected in the logs given to the University professor. These clients are supervised by and remain the primary responsibility of the cooperating counselor. The remaining ten (10) hours with non-site clients are audio-recorded and shared only with the University professor and the other students in EDC 669. Practicum students meet in group seminars with the University professor every week. In addition, the University professor provides an hour of individual or triadic supervision (i.e., professor and two students), the time for which is built into this six (6) credit course. While the professor and the two students are interacting, the other practicum students observe the supervision being given by the professor. After the triadic supervision occurs, the observing students will be asked to offer their comments and suggestions, immediately after the triadic supervision or during the group class. The appropriate roles of the professional counselor, based upon the Ethical Guidelines of the American Counseling Association, are covered. This course is also designed to develop and extend the student's understanding and competencies begun in 668, Counseling Pre-Practicum. This course must be completed prior to taking EDC 683, Clinical Mental Health Counseling Internship I or EDC 690, School Counseling Internship I. Health insurance required for Clinical Mental Health Counseling students. Hours may not accrue until the signed permission form is submitted to the course professor. Prerequisite: EDC 668; Prerequisite or Corequisite: EDC 610. 6 credits, Fall and Spring.

EDC 670 Educational Tests and Measurements (SC)

This is a survey course in the principles and practices of testing and assessment used in schools. After a quick look at the concepts of educational statistics, and the underlying mathematical basis of standardized tests, the student will examine the most widely used tests and assessments that he/she will be expected to know and understand in the K-12 setting: achievement tests, interest inventories, aptitude and intelligence measures. In addition, time will be devoted to the New York State Learning Standards, and the assessments which will accompany the higher graduation requirements. 3 credits, Fall only.

EDC 676 Career Development (CMHC & SC)

This course provides students with an in-depth study of theories and emerging patterns in career development counseling, as well as their application across a range of settings including schools and agencies. Emphasis is placed on practical counseling techniques, psychoeducational approaches, and evaluation of resources used in career counseling and education. Attention is

given to psychological, sociological, economic, and educational dynamics; multicultural, gender, and disability perspectives of career development are also discussed. Technological and other current trends as they relate to career counseling and education are reviewed. 3 credits, Fall and Spring.

EDC 683 Clinical Mental Health Counseling Internship I (CMHC)

This course is designed for students in the latter part of the graduate program, after having taken considerable theory and course work in the counseling process. The student is required to attend seminar meetings, to prepare weekly logs directed toward observation, insight, and evaluation of activities in the field setting. Related professional readings are also required. The student is expected to develop a counseling caseload, participate in group work, attend staff meetings, and meet with the field supervisor for evaluation. A minimum of 300 hours in a mental health counseling setting, acceptable to the department, is required. **Health insurance required for Clinical Mental Health Counseling students.** Hours may not accrue until the signed permission form is submitted to the course professor. Students may not have two sites or two supervisors without the **prior** approval of the Chair, Department of Counseling and Development. Prerequisites: EDC 669; Prerequisite or corequisite EDC 601, 608, 687, 3 credits, Fall, Spring, and Summer.

EDC 684 Clinical Mental Health Counseling Internship II (CMHC)

A second semester internship required for clinical mental health counseling students. Course content and time requirements are the same as for EDC 683. A minimum of 300 hours in a mental health setting, approved by the department is required. **Health insurance required for Clinical Mental Health Counseling students.** Hours may not accrue until the signed permission form is submitted to the course professor. Students may not have two sites or two supervisors without the **prior** approval of the Chair, Department of Counseling and Development. Prerequisites: EDC 683. 3 credits, Fall, Spring, and Summer.

EDC 685 Clinical Mental Health Counseling Internship III (CMHC; CMHC Advanced Certificate Only)

This course consists of supervised experience involving 300 hours in an approved mental health counseling setting. Professional readings are required. However, the student at this level is expected to be self-initiating and able to perform both competently and creatively in considerable depth in achieving the objectives of the course at the practitioner level. **Health insurance required for Clinical Mental Health Counseling students.** Hours may not accrue until the signed

permission form is submitted to the course professor. Students may not have two sites or two supervisors without the **prior** approval of the Chair, Department of Counseling and Development. 3 credits, On Occasion.

EDC 686 Clinical Mental Health Counseling Internship IV (CMHC; CMHC Advanced Certificate Only)

This course is a continuation of the advanced internship placement and seminar experience as it consists of supervised experience involving 300 hours in an approved mental health counseling setting. Professional readings are required. However, the student at this level is expected to be self-initiating and able to perform both competently and creatively in considerable depth in achieving the objectives of the course at the practitioner level. **Health insurance required for Clinical Mental Health Counseling students.** Hours may not accrue until the signed permission form is submitted to the course professor. Students may not have two sites or two supervisors without the **prior** approval of the Chair, Department of Counseling and Development. Prerequisite of EDC 685. 3 credits, On Occasion.

EDC 687 Group Counseling: Theory and Practice (CMHC and SC)

This course will examine the dynamics present in a counseling group and how these forces can be employed in the service of therapeutic change. Leadership styles and skills will be discussed with special consideration given to their application and impact on members. The progressive stages in group development will be identified. Concomitant strategies for addressing relevant issues within the stages will be presented. Practical considerations necessary for screening potential members, beginning/ending groups, process interventions, discussing confidentiality and ethical considerations will be included. A variety of theoretical orientations on groups will be explored. This course will also provide students with a practical application of group counseling skills through participation in a group experience. 3 credits, Fall and Spring.

EDC 690 School Counseling Internship I (SC)

This course is designed for students in the latter part of the graduate program, after having taken considerable theory and course work in the counseling process. The student is required to attend seminar meetings, to prepare weekly logs directed toward observation, insight, and evaluation of activities in the field setting. Related professional readings are also required. The student is expected to develop a counseling caseload, participate in group work, attend staff meetings, and meet with the field supervisor for evaluation. A minimum of 300 hours in a school setting, acceptable to the department, is required. Hours may not accrue until the signed permission form

is submitted to the course professor. Students may not have two sites or two supervisors without the **prior** approval of the Chair, Department of Counseling and Development. Prerequisites: EDC 669, 659; Prerequisite or corequisite: EDC 614; EDC 687. 3 credits, Fall only.

EDC 691 School Counseling Internship II (SC)

This course consists of supervised experience involving 300 hours in an approved school setting. Course content and time requirements are the same as EDC 690. Hours may not accrue until the signed permission form is submitted to the course professor. Students may not have two sites or two supervisors without the **prior** approval of the Chair, Department of Counseling and Development. Prerequisite: EDC 690. 3 credits, Spring only.

EDC 702 Research Methods in Counseling (CMHC and SC)

This is a course in the understanding of the use, process, and applications of research findings in counseling. Students will examine recent research studies, explore topics of particular interest to them, and prepare a draft research proposal on an issue of their choosing. This course is project-based, relevant, and practical. 3 credits, Fall and Spring.

EDC 750 Special Topics in Counseling (Elective)

Summer session institutes and workshops are three-credit courses, one week in length, designed to enrich one's graduate or post-graduate education by focusing on topics that are of timely interest and concern to working professionals. Often institutes are team-taught by experts in their field, offering students a unique opportunity to accelerate their academic progress for personal, professional, and career advancement. All courses are open to visiting students and working professionals.

- The Adolescent in Crisis: Detection, Intervention, and Referral
- Cognitive-Behavior Therapy (CBT): Theory, Practice, and Techniques
- Counseling the Gay, Lesbian, Bisexual, or Transgender Client/Student
- Grief Counseling with Clients Facing Dying, Death, Bereavement, Trauma, and Loss
- Helping Parents Help Their Children: Practical Strategies for LMHC Practitioners and School Support Personnel
- Spirituality in Counseling and Psychotherapy: A Dimension of Integrative Healing

3 credits, Rotating basis, Summer only.

Plan of Study: Prerequisites & Specialty Areas

The following section outlines the suggested plan of study for each specialty area (school counseling [SC] and clinical mental health counseling [CMHC]. It is crucial that students understand this sequence and be knowledgeable regarding prerequisites. There is no shortcut to becoming a competent, trained, professional counselor. Students are expected to carefully study the suggested plan and to consult frequently with the faculty advisor and the Enrollment Services Counselor.

Students are advised to carefully study the prerequisites as noted in the *Graduate Bulletin*, in this *Handbook*, and other documents. The Enrollment Service Counselor and the faculty advisors should be consulted in terms of the student's plan of study but ultimately the responsibility lies with the graduate student. **In particular, EDC 669, Counseling Practicum, in addition to other prerequisites, must be completed prior to commencing the internship.** The internship courses are designed to be the culminating experiences of our developmentally focused graduate program.

School Counseling Program Update: Please note that as of 2023, School Counselors are required by NYS to complete 60 graduate credits to be eligible for Initial or Professional Certification.

> **Candidates who have completed a program leading to Provisional certification and who need additional credits to meet the 60-semester hour requirement for Permanent certification,** can *take courses in LIU Post/Brentwood School Counseling programs*. However, the candidate would take the courses **as a non-matriculated student**, and the institution **could not recommend the candidate for Permanent certification**. Instead, this candidate would apply for Permanent certification to the NYS Office of Teaching Initiatives through the individual evaluation pathway.
>
> Candidates who are enrolled in a School Counseling program that leads to Provisional and Permanent certification **must complete ALL requirements for their Provisional certification by February 1, 2023, including 30 credits in school counseling and the required internship, so that the institution can recommend them for Provisional certification by February 1, 2023. Institutional recommendations for Provisional certification will not be accepted by the NYS Office of Teaching Initiatives after this date**. Candidates who are still in the pipeline and who have not completed all the Provisional certification requirements by this date **must** transfer into programs leading to Initial or Initial/Professional certification in school counseling if they want to become a

school counselor in New York State. There is no other pathway available to these candidates.

PROGRAM REQUIREMENTS FOR THE MASTER'S DEGREE

SCHOOL COUNSELING (SC)

DEPARTMENTAL CORE COURSES REQUIRED OF ALL STUDENTS

Course #	Title	Credit Hours
EDC 610	Psychopathology for the Professional Counselor	3 cr.
EDC 613	Diversity and Socio-Cultural Issues in Counseling	3 cr.
EDC 614	Human Growth and Development Over the Life Span (*co-requisite*: EDC 602)	3 cr.
EDC 615	Theories of Counseling (*Pre-requisite or co-requisite*: EDC 602)	3 cr.
EDC 668	Counseling Pre-Practicum (*Pre-requisites or co-requisites*: EDC 602, 615)	3 cr.
EDC 669	Counseling Practicum (*Pre-requisite*: 668; *Pre-requisite or Co-requisite*: EDC 610)	6 cr.
EDC 676	Career Development	3 cr.
EDC 687	Group Counseling: Theory and Practice	3 cr.
EDC 702	Research Methods in Counseling	3 cr.

SCHOOL COUNSELING SPECIALIZATION

EDC 602	Introduction to School Counseling and Ethics	3 cr.
EDC 659	School Counseling: College Admissions & Educational Planning (*Pre-requisite*: EDC 602)	3 cr.
EDC 654	Introduction to Addiction Counseling	3 cr.
EDC 670	Educational Tests and Measurements	3 cr.
EDC 653	Evidence Based Practices for School Counselors	3 cr.
EDC 604	Leadership, Advocacy, Collaboration and Systemic Changes	3 cr.
EDC 616	Family Counseling	3 cr.
EDC 690	School Counseling Internship I (300 hrs.) (*Pre-requisites*: EDC 669; *Pre-requisite or Co-requisite* EDC 614, EDC 687, 659*)*	3 cr.
EDC 691	School Counseling Internship II (300 hrs.) (*Pre-requisite*: EDC 690)	3 cr.
ELECTIVE		3 cr.
TOTAL		**60 cr.**

School Counseling Sequence: Fall Start

Fall Start

Fall First Semester

EDC 602	3 credits
EDC 610	3 credits
EDC 668	3 credits
EDC 615	3 credits
	12 credits

Spring Second Semester

EDC 669	6 credits
EDC 702	3 credits
EDC 687	3 credits
	12 credits

Summer- Optional

EDC 616	3 credits
EDC 654	3 credits
	6 credits

Fall Third Semester

EDC 604	3 credits
EDC 690	3 credits
EDC 676	3 credits
EDC 614	3 credits
	12 credits

Spring Fourth Semester

EDC 670	3 credits
EDC 659	3 credits
EDC 691	3 credits
EDC 613	3 credits
	12 credits

Summer/Fall Fifth Semester

EDC 653	3 credits
Elective	3 credits
	6 credits

Total Credits 60
(includes 1 elective – 3 credits)

Program Code for Certification 07004

Students wishing to graduate in a timely manner must adhere to the above academic plan. The Department strongly recommends that students contact the Enrollment Services Counselor each semester prior to registering for classes.

School Counseling Sequence: Spring Start

Spring Start

Spring First Semester

EDC 602	3 credits
EDC 610	3 credits
EDC 668	3 credits
EDC 615	3 credits
	12 credits

Fall Second Semester

EDC 669	6 credits
EDC 613	3 credits
EDC 676	3 credits
	12 credits

Summer-Optional

Elective	3 credits
EDC 653	3 credits
	6 credits

Summer- Optional

EDC 616	3 credits
EDC 654	3 credits
	6 credits

Spring Third Semester

EDC 614	3 credits
EDC 702	3 credits
EDC 690	3 credits
EDC 687	3 credits
	12 credits

Fall Fourth Semester

EDC 604	3 credits
EDC 691	3 credits
EDC 659	3 credits
EDC 670	3 credits
	12 credits

Total Credits 60
(includes 1 elective – 3 credits)

Program Code for Certification 07004

Students wishing to graduate in a timely manner must adhere to the above academic plan. The Department strongly recommends that students contact the Enrollment Services Counselor each semester prior to registering for classes.

PROGRAM REQUIREMENTS FOR THE MASTER'S DEGREE
CLINICAL MENTAL HEALTH COUNSELING (CMHC)

DEPARTMENTAL CORE COURSES REQUIRED OF ALL STUDENTS

Course #	Title	Credit Hours
EDC 610	Psychopathology for the Professional Counselor	3 cr.
EDC 613	Diversity and Socio Cultural Issues in Counseling	3 cr.
EDC 614	Human Growth and Development Over the Life Span *Co-requisite EDC 601)*	3 cr.
EDC 615	Theories of Counseling (*Pre-requisite or co-requisite*: EDC 601)	3 cr.
EDC 668	Counseling Pre-Practicum (*Pre-requisites or co-requisites*: EDC 601, 615)	3 cr.
EDC 669	Counseling Practicum (*Pre-requisite*: EDC 668; *Pre-requisite or Co-requisite* EDC 610)	6 cr.
EDC 676	Career Development	3 cr.
EDC 687	Group Counseling: Theory and Practice	3 cr.
EDC 702	Research Methods in Counseling	3 cr.

CLINICAL MENTAL HEALTH COUNSELING SPECIALIZATION

EDC 601	Foundations of Clinical Mental Health Counseling and Ethics	3 cr.
EDC 608	Diagnostic Interviewing and Assessment in CMHC (*Pre-requisites:* EDC 610, 615)	3 cr.
EDC 611	Evidence Based Treatment Planning in CMHC *(Pre-requisite: EDC 608)*	3 cr.
EDC 616	Family Counseling (*Pre-requisite*: EDC 615)	3 cr.
EDC 660	Practicum in Psych. Testing for Counselors (*Pre-requisite*: EDC 601)	3 cr.
EDC 683	Clinical Mental Health Counseling Internship I (300 hrs.) (*Pre-requisite*: EDC 669; *Pre-requisite or Co-requisite*: EDC 601,608, 687)	3 cr.
EDC 684	Clinical Mental Health Counseling Internship II (300 hrs.) (*Pre-requisites*: EDC 683)	3 cr.
ELECTIVE		3 cr. **
ELECTIVE		3 cr. **
ELECTIVE		3 cr. **
TOTAL		**60 cr.**

Clinical Mental Health Counseling Sequence: Fall Start

Fall Start

Fall First Semester	
EDC 601	3 credits
EDC 610	3 credits
EDC 668	3 credits
EDC 615	3 credits
	12 credits

Spring Second Semester	
EDC 699	6 credits
EDC 702	3 credits
EDC 687	3 credits
	12 credits

Fall Third Semester	
EDC 608	3 credits
EDC 683	3 credits
EDC 676	3 credits
EDC 614	3 credits
	12 credits

Spring Fourth Semester	
EDC 611	3 credits
EDC 613	3 credits
EDC 660	3 credits
EDC 684	3 credits
	12 credits

Summer-Optional	
EDC 616	3 credits
Elective	3 credits
EDC 683	3 credits (optional)
	9 credits

Summer or Fall	
Elective	3 credits
Elective	3 credits
EDC 684	3 credits
	9 credits

Total credits 60
(include 3 electives – 9 credits)

Students wishing to graduate in a timely manner must adhere to the above academic plan. The Department strongly recommends that students contact the Enrollment Services Counselor each semester prior to registering for classes.

Clinical Mental Health Counseling Sequence: Spring Start

Spring Start

Spring First Semester

EDC 601	3 credits
EDC 610	3 credits
EDC 668	3 credits
EDC 615	3 credits
	12 credits

Fall Second Semester

EDC 669	6 credits
EDC 613	3 credits
EDC 676	3 credits
	12 credits

Summer-Optional

Elective	3 credits
EDC 608	3 credits
EDC 684	3 credits (optional)
	9 credits

Summer-Optional

EDC 616	3 credits
Elective	3 credits
	6 credits

Spring Third Semester

EDC 614	3 credits
EDC 702	3 credits
EDC 683	3 credits
EDC 687	3 credits
	12 credits

Fall Fourth Semester

EDC 611	3 credits
EDC 684	3 credits
EDC 660	3 credits
Elective	3 credits **(optional)**
	12 credits

Total credits 60
(include 3 electives – 9 credits)

Students wishing to graduate in a timely manner must adhere to the above academic plan. The Department strongly recommends that students contact the Enrollment Services Counselor each semester prior to registering for classes.

Certified Alcohol & Substance Counselor-Training Program CASAC-T Requisite Coursework

EDC 601 Foundations of CMHC & Ethics
EDC 608 Diagnostic Interviewing and Assessment in CMHC
EDC 610 Psychopathology for the Professional Counselor
EDC 611 Evidence Based Treatment Planning in CMHC
EDC 613 Diversity and Socio-Cultural Issues in Counseling
EDC 615 Theories of Counseling
EDC 654 Introduction to Addictions Counseling
EDC 657 Treatment Approaches in Addictions Counseling
EDC 660 Practicum in Psychological Testing for Counselors
EDC 668 Counseling Pre-Practicum
EDC 687 Group Counseling: Theory and Practice

Child Abuse Mandated Reporter Training
Tobacco Use and Nicotine Dependence Training – Modules 1 & 2
Medication-Assisted Treatment (MAT) Training – 3 hours

CASAC – T Sequence

Fall		**Fall**	
EDC 601	3 credits	EDC 608	3 credits
EDC 610	3 credits	EDC 654	3 credits
EDC 614	3 credits	EDC 669	6 credits
EDC 615	3 credits		
	12 credits		**12 credits**

Spring		**Spring**	
EDC 668	3 credits	EDC 611	3 credits
EDC 676	3 credits	EDC 657	3 credits
EDC 687	3 credits	EDC 660	3 credits
EDC 702	3 credits	EDC 683	3 credits
	12 credits		**12 credits**

Summer (Optional semester)		**Fall**	
Elective	3 credits	EDC 613	3 credits
		EDC 616	3 credits
		EDC 684	3 credits
	3 credits		**9 credits**

Total credits 60
(includes 1 elective – 3 credits)

Students wishing to graduate in a timely manner must adhere to the above academic plan. The Department strongly recommends that students contact the Enrollment Services Counselor each semester prior to registering for classes. Students must complete and have the OASA-CASAC-T Curriculum Checklist approved by Dr. Smith (Appendix D).

As of **September 26, 2023,** students are required to complete a series of Webinars (will be announced in EDC 657 class and are on the next page), obtain certificates at the end of each webinar for verification purposes and send those certificates to Dr. Smith (current CACAS-T Coordinator). The box (recently indicated on the certificate) to verify that the requirements are met will be checked off and the certificate sent back to the student, who will submit it to the State along with other required documents. The student then completes the 1400 hours of externship at an Oasis site, takes the exam, and gets certified as an CASAC-T provider.

ONE-TIME REQUIREMENTS
FOR NEW CASAC APPLICANTS AND RENEWAL

The following trainings are mandatory one-time requirements that must be completed by applicants pursuing the CASAC and individuals renewing their CASAC credential. For information about trainings please email training@oasas.ny.gov

For New Applicants and Renewal

These trainings are all free

- ☐ Person Centered Care (1 hour)
- ☐ Cannabis Use Disorder Diagnostic Criteria and Assessment (1 hour)
- ☐ Harm Reduction Informed Substance Use Treatment (1.5 hour)
- ☐ Opioid Overdose Prevention Basics (1 hour)
- ☐ Guidance for Screening, Assessment, Intervention and Monitoring of Suicide Risk in OASAS Programs (1 hour)
- ☐ Ethics for Addictions Professionals (15 hours for new applicants, 6 hours for renewal) Free trainings can be found on Learning Thursdays
  NOTE: Must include the 1 hour training on Learning Thursdays entitled "Professional Boundaries and Reporting Requirements."

For New CASAC Applicants Only
(In addition to the trainings listed above)

- ☐ Supporting Recovery with Medications for Addiction Treatment (MAT) (Free 2.5 hours)
- ☐ NYS Mandated Reporter Training (2 hours)
- ☐ **Cultural Humility (15 hours)** – You can search for trainings on the OASAS Training Catalog. Type Cultural Humility in the Course Title section without checking off any boxes. A list of available trainings will appear.

CLINICAL COURSE INFORMATION: Pre-Practicum, Practicum, Internships

Clinical Course Information

Placement Information

All students beginning a practicum or internship course are required to attend an orientation meeting in the semester prior to commencement of their practicum or internship experience. Orientation meetings for both the practicum and internship will be held either the 3rd or 4th week in February for the summer and fall semesters and either the 3rd or 4th week in September for the spring semester. Please check with the departmental secretary Angelica.Crotty@liu.edu for the date, time, and location of the orientation meetings.

Students are advised to familiarize themselves with the details, requirements, and procedures for obtaining a practicum or internship placement (Practicum and Internship Guide) by consulting the department's website: http://ceit.liu.edu/CSD/CounsDev.html. You may also contact Professor Miriam.McCormack@liu.edu who is the Clinical Coordinator.

EDC 669, Counseling Practicum, provides for individual and group counseling on and off-site. Internship courses (EDC 683, 684, 685, 686, 690 and 691) provide opportunities to observe and participate in on-going activities in professional counseling in schools and agencies.

All courses in each specialty program follow a special sequence with prerequisites or corequisites required. The courses are planned sequentially so that each student has the theoretical and practical foundation needed to complete a successful internship. It is crucial that the student plans ahead for individual placement in the internship courses.

- **Once placement has been approved for the practicum or internship, permission forms are to be held and submitted by the student to the faculty supervisor of the course.**
- **Hours may not accrue until the signed permission form is submitted to the course professor.**
- **Students may not have two sites or two supervisors without the prior approval of the Chair, Department of Counseling and Development.**

Preparing and Procuring Practicum and Internship Site Placement

All cooperating site supervisors for school counseling students must be tenured; if there is no tenure, they must be New York State Certified and have a minimum of four years of experience.

While the Director of Clinical Practicum Placement, the Director of Clinical Internship Placement, and the Clinical Coordinator, as well as the faculty advisor, will help students to find the proper placement, the student is primarily responsible for selecting and obtaining the practicum or internship site. This is due to the unique needs of each student (e.g., geographic location, work requirements, family responsibilities, etc.). **Clinical Mental health counseling supervisors must hold a clinical license.** Indeed, finding, selecting, and obtaining an appropriate site placement is a tremendously enriching experience because it can be considered a practice run for when the student actually seeks employment as a professional counselor upon completion of the degree. All practicum and internship sites require an interview, and such an experience prepares the graduate student for a future search for a professional position.

For further information contact:

Professor McCormack, Clinical Placement Coordinator, Miriam.McCormack@liu.edu

Dr. Kristin Schaefer, Supervisor of Clinical Placement, Kristin.Schaefer@liu.edu

Requirements for Clinical Courses

Liability Insurance

The University purchases a blanket professional liability policy to cover LIU students during their participation in any supervised practicum or internship required by their degree program. The insurer is United Educators Insurance. Proof of coverage will be sent directly to participating sites prior to the student's arrival. The $1,000,000 limit policy covers alleged errors or omissions of students while enrolled in a university-approved experiential learning program.

The Department of Counseling and Development requires that all students, whether enrolled in the school or clinical mental health counseling programs, maintain individual student liability insurance throughout the duration of their program(s) of study. **At this time, we recommend that all our students purchase the required additional individual insurance through the Healthcare Providers Services Organization (HPSO), https://www.hpso.com.** HPSO liability insurance for students covers all activities within the classroom/coursework plus all practicum and/or internship hours where the students are receiving continued on-site supervision and are not being paid for those hours. This is a critical benefit, in that many of our practicum and/or internship students complete on-site hours that far exceed the number of hours required by our department. Under HPSO, these additional hours are insured at no additional cost to the students. Other counseling professional organizations, such as the American Counseling Association (ACA) do not offer

student liability insurance that covers additional practicum and/or internship hours, leaving students exposed or at legal risk.

For these reasons, we recommend students purchase through HPSO. To purchase insurance, please go to www.hpso.com or call 1-800 982-9491 weekdays from 8:00 am to 6:00 pm Eastern Time.

Note: Students should provide the Pre-practicum, Practicum, Group Approaches, and Internship professors with proof of liability insurance at the beginning of the class. For any subsequent clinical experiences, the student must continue to provide proof of liability coverage.

Health Insurance

The University requires that certain categories of students maintain health insurance while attending the University. This applies to students enrolled in **CMHC and School Counseling.** School Counseling majors who return to take a Clinical Mental Health Counseling internship are required to have health insurance.

Please see the University's website, which explains automatic enrollment and how to waive coverage at http://liu.edu/CWPost/Enrollment-Services/Tuition/Student-Health-Insurance.

Tevera

As of Fall 2022, **ALL** Counselor Education students are **required** to purchase a code from the LIU Bookstore in order to log into the Tevera system where their files will be subsequently stored. The cost may be covered by financial aid if you receive financial aid. If you don't, you may use a credit card to purchase from the bookstore. This is a one-time purchase that will last a lifetime.

In that regard, all students will need to submit verification to the course faculty that they have purchased the code. All activity logs, Verification Forms, Timesheets, Permission Forms, Contracts, Attestation Letters, Liability Insurance Certificates, Supervisor's Evaluation, Site Evaluations, etc., will be uploaded by students to the Tevera System. All students will have an opportunity to be trained to utilize Tevera. Some assignments that require grading will be uploaded to BrightSpace and/or any other Course Management System that LIU offers. All documents will be archived between Tevera and BrightSpace for now. Students will have access to the Tevera System beyond

graduation and may use it to access their internship and practicum logs, as well as store documents during externship toward licensure or certification.

The Counseling Department will be sending updates on the roll out process as we move forward to implementing this system. Thank you for your continued support to improve our programs and move us into the 21st century. If you have any questions, please contact: Dr. Schaefer, Dr. Ulupinar and Dr. Keefe-Cooperman at Kristin.Schaefer@liu.edu; Dogukan.Ulupinar@liu.edu; Kathleen.Keefe-Cooperman@liu.edu

Significance of the Practicum Experience

Practicum students in EDC 669, Counseling Practicum, must successfully complete 100 total hours. This includes 60 hours of observation, interaction, and on-site supervision; 30 hours of direct service to clients at the practicum site; 10 hours provided to on-site clients. With on-site clients, students are to document and describe each individual and group counseling experience. This is to be shared with the cooperating counselor and University instructor. Off-site clients are to be audio or video recorded, whereby recordings will be submitted to the University instructor. Students must attend group seminar every week. Additionally, the instructor will provide an hour of individual or triadic supervision, time for which is built into the six (6) credits.

Significance of Internship Experience

The internships are culminating experiences taken after heavy exposure to theory and professional enrichment through wise curriculum choices. Before venturing forth on this internship experience, it is absolutely necessary that interns complete all prerequisites (most notably EDC 669, Counseling Practicum) and as many of the other courses required for the degree as possible. Sometimes students wish to "fast-forward" themselves and prematurely seek the internship experience before they are prepared. Our program of study is a developmentally oriented one and is designed to scaffold and prime students for success. Each internship experience not only allows one to close the gap between theory and practice, but each offers a tremendous exposure to the real world of the counselor. From a practical point of view, these experiences also provide professional experiences in various settings and allow others to see the intern in action; indeed, it is not uncommon for such internships to lead to job offers. Even if the particular agency or school district used for EDC 669 and internships do not have positions open, the reputation made by the intern at the placement site can directly affect job opportunities. Very often, directors of guidance or agency heads will receive calls from colleagues looking to fill positions in other institutions. As

such, if an intern is perceived as competent, caring, and professionally prepared, a recommendation for a position may be forthcoming.

In general, the intern will be better served if the internship experiences take place in a variety of settings and places. For example, in the school counseling specialty, the intern should consider internship placements as opportunities to experience all three levels (elementary, middle, and high school) and in several different types of school districts. If one is a mental health student, internships should be taken at various agencies. Not only do such varied experiences offer the intern a broader perspective, but one also becomes known to many more administrators and professional counselors. In conclusion, the internships, while often anxiety producing and stressful in terms of time management and professional demands, will provide the interns with the knowledge, skills, and experiences needed to be a successful and effective professional counselor.

During the actual internship, the intern must work very closely with both the cooperating counselor and the University professor. The cooperating counselor and University faculty are fundamental to the interns' success, as collaboration leads to everyone nurturing a professionally enhancing internship experience. Students are expected to effectively communicate and collaborate with on-site supervisors and faculty supervisions with respect to their needs and limitations during internship. The intern must actively seek the type of experiences needed for growth and training, so professional assertiveness is necessary. The Department upholds a zero tolerance for any aggressive behaviors during this experience (see above for Student Codes of Conduct and Professional Conduct). Interns should also dress in a professional manner and comport themselves in an ethical and professional way at all times.

Home Visitations

Some internships may require student interns to do home visits as part of their internship experience at the agency. The Department requests that site supervisors ensure the safety of interns on any such visits and that they not be required to conduct home visits unaccompanied by another staff member. The safety of the intern is paramount, and the Department expects that site supervisors will exercise sound judgment and discretion when making decisions to involve an intern in home visitations. We also expect that interns will not be required to utilize their own vehicle when involved in such activities. Finally, it is expected that interns will be adequately covered under the agency's liability insurance policy.

Note: For additional information relative to the internships, see the *Graduate Student Manual: Counseling Practicum and Internship Placement*, http://ceit.liu.edu/CSD/CounsDev.html

Internships in Clinical Mental Health Counseling

Students in this program may take EDC 683 and 684 the Clinical Mental Health Counseling Internships, during the summer, fall, or spring semesters. There are no restrictions regarding the time of year because the mental health internship experiences are professionally enhancing no matter the semester. EDC 685 and 686 are for Advanced Certificate students only.

Internships in School Counseling

Several years ago, the Department surveyed Directors of Guidance for suggestions on the best preparation for students to prepare them to become professional school counselors. We also asked them to suggest experiential activities for students taking EDC 690, School Counseling Internship I, and EDC 691, School Counseling Internship II. Many of their suggestions were implemented, including the decision that students in school counseling are not allowed to take their internships during the summer semester. The Directors of Guidance felt strongly that school counseling interns needed the type of professional exposure to experiences that only occurs during the regular school year. The Department of Counseling and Development supports the stance of the Directors of Guidance. In rare cases, (e.g., if a student or his/her spouse must move outside New York and provides a letter from the employer), some students will be given permission to do EDC 691 in the summer in a school district that has a full year program.

Policy for Accruing Hours Between Internships

1. Students who are **required** to provide counseling services at a site between internship classes (EDC 683 and EDC 684) because of the **necessity for continuity of care or services** will be allowed to do so with the permission of the Chair.
2. The hours **must be accrued at the same site**. Hours cannot be accrued at different sites.
3. Students will have to submit **in writing to the Chair** via email a confirmation from their site supervisor that they are required to provide continuing counseling services between the internship classes. Confirmation should be provided as soon as possible during the semester.

4. If given approval by the Chair, the student is required to submit a **signed Permission Form and Supervisor Contract** to their University professor.
5. The maximum hours that will be allowed is **50**. Those hours will be counted toward the Internship II (EDC 684) required hours.
6. University supervision of the student between the internship classes will be provided by the **Internship I (EDC 683) instructor** who will provide supervision and University oversight during the accrual of the 50 hours.
7. Students must appropriately complete and submit their logs and supervision verification forms **each week** to the University professor.
8. **Failure to submit logs and supervision forms weekly and in satisfactory fashion will result in the hours not being counted**. The students will be required to submit the completed and reviewed weekly logs and signed Supervision Verification forms to the Internship 2 professor.
9. The Department, along with CACREP, does not allow accrual of hours between Practicum and Internship I classes.

REQUIRED EXAMS FOR DEGREE COMPLETION & LICENSURE INFORMATION

Examinations

Counselor Education Comprehensive Examination (CECE)

The Counselor Education Comprehensive Exam (CECE) is given at the university during the Fall and Spring semesters. Students will take the exam the semester before the semester in which they graduate. Taking the Comprehensive exam in the semester prior to graduation will also afford the students the opportunity to retake the exam should they be unsuccessful in meeting the pre-determined cut off score. The CECE should be taken after the completion of ALL core courses including EDC 601, EDC 608, EDC 613, EDC 614, EDC 615, EDC 676, EDC 687, and EDC 702. It is also encouraged to be taken the semester prior to the expected date of graduation. The exams are given each semester. Please watch for announcements of dates and specifics by emails and in class by professors.

The examination consists of multiple-choice questions per core area. Students will receive scores in each of the core areas. Students who fail the examination the first time will remediate in each subject area they failed. A paper will be written on a specific topic provided by the Department. Students who fail the Comprehensive examination **twice** will be required to take a written exam developed by the Department that is based on the CACREP eight-common core subject areas. Failure to pass the Comprehensive examination will delay graduation.

Once you have submitted your Comprehensive examination application to the department, instructions and details will be emailed to your LIU email address.

The Comprehensive examination covers the eight Council of Accreditation of Counseling and Related Educational Programs (CACREP) common core subject areas, including:

1. Human Growth and Development
2. Social and Cultural Foundations
3. Helping Relationships
4. Group Work
5. Career and Lifestyle Development
6. Appraisal
7. Research and Program Evaluation
8. Professional Orientation and Ethics

Note: Upon completion of 12 credits, all Practicum students are required to meet with their faculty advisor for an Interim Assessment. Such an assessment allows both the advisor and the student to discuss the student's progress and achievement and to identify any areas of concern.

Counselor Preparation Comprehensive Examination (CPCE)

The Counselor Preparation Comprehensive Examination (CPCE) offered through the Center for Credentialing and Education (CCE) is a paid exam administered through Pearson VUE's OnVUE platform. Candidates choosing the online administration option through OnVUE can schedule their exam during the department's identified testing window. The examination may be taken on a computer at home or in a private setting with a strong internet connection and webcam. Strict security protocols are in place to ensure the integrity and security of the testing process and examination content. Taking the Comprehensive exam in the semester prior to graduation will afford students the opportunity to retake the exam (for a fee) should they be unsuccessful in meeting the pre-determined cut off score. The CPCE should be taken after the completion of ALL core courses including EDC 601, EDC 608, EDC 613, EDC 614, EDC 615, EDC 676, EDC 687, and EDC 702. More information can be found here: https://www.cce-global.org/assessmentsandexams/cpce

The exam is offered in the Fall, Spring, and Summer semesters. Please watch for announcements of dates and specifics by emails and in class by professors. The examination consists of multiple-choice questions per core area. Students will receive a full score report through CCE. Students who fail the examination the first time will be required to re-test through CCE. Students who fail the comprehensive examination twice will be required to take a written exam developed by the Department that is based on the CACREP eight-common core subject areas. Failure to pass the Comprehensive examination will delay graduation.

The CPCE and department examination covers the eight Council of Accreditation of Counseling and Related Educational Programs (CACREP) common core subject areas, including: 1. Human Growth and Development 2. Social and Cultural Foundations 3. Helping Relationships 4. Group Work 5. Career and Lifestyle Development 6. Appraisal 7. Research and Program Evaluation 8. Professional Orientation and Ethics

National Board Certification & National Certification Exam

The National Board of Certified Counselors (NBCC) conducts a national examination for general and specialty certifications for qualified candidates in the field of professional counseling. Graduates are eligible to take the National Certification Examination (NCE) providing they meet NBCC requirements. Since we are CACREP accredited as of July 22, 2004, students and those who graduated after July 22, 2003, are eligible to take the examination (the last semester prior to the awarding to the degree or thereafter) and become Nationally Certified Counselors immediately

upon successful completion of the exam. Those who graduated prior to July 2003 can take the examination but will need two years of professional experience before National Certification is granted. Requirements are subject to change. For current information on specialty certifications, applicants should contact the NBCC at (336) 547-0607.

All counselors who meet the graduate degree and curriculum requirements are eligible to sit for the NCE. Those who successfully pass the NCE and are graduates of CACREP programs can place the designation NCC (National Certified Counselor) after their name. Students who graduated from our program between July 22, 2003 and July 22, 2004 (not CACREP accredited program at that time) can also sit for the exam and upon passing it, they are certified. They do not need two years of experience due to NBCC lookback of one year, where they will be grandfathered in.
Please note: Students who take and pass the NCE will be exempt from the CECE.

National Clinical Mental Health Counselor Exam (NCMHCE)

Upon the completion of the NCE and 3,000 hours of direct hours and supervision, counselors with a lower-level license may be approved by the New York State Education Department to take the National Clinical Mental Health Counselor Exam (NCMHCE). The NCMHCE is an exam for independent licensure as a Licensed Mental Health Counselor (LMHC) in New York State. Important information on the NCMHCE: https://nbcc.org/Assets/StateForms/NY.pdf.

Please note: Professional counselors who pass the NCMHCE for licensure as a mental health counselor may apply directly to the NBCC for the NCC designation without taking the NCE.

School Counselor Content Specialty Test (CST)

Upon completion of the master's program in school counseling, students are eligible to take the School Counselor Content Specialty Test, which is required for initial certification as a school counselor. This exam is offered through the New York State Teacher Certification Examinations™ (NYSTCE®) program. The exam covers the following content areas: Foundations and Theories of School Counseling Human Development and Learning Development, Management, and Evaluation of a Data-Driven School Counseling Program Assessment and Intervention to Address Individual, Group, and Schoolwide Needs Individual Planning to Promote College and Career Readiness Responsive Services and Crisis Prevention and Intervention Consultation and Collaboration for a Supportive School Environment Legal, Ethical, and Professional Standards Guiding School Counseling. Additional information can be found here: https://www.nystce.nesinc.com/TestView.aspx?f=HTML_FRAG/NY193_TestPage.html

Association for Advanced Training in the Behavioral Sciences (AATBS)

AATBS offers coaching and preparation for the NCMHCE that all students that are applying for the New York State CMHC License will need to take. The curriculum has been included as part of Internship I and II. All CMHC students are **required** to purchase this service through the bookstore. This service enhances your chance of passing the exam.

Subspecialties

After becoming an NCC and having met specific criteria, one can apply for one of the special examinations now offered through NBCC. Please contact the NBCC for a list of the subspecialty exams.

Licensure Information

Continuing Education Units (CEU)

To remain in good standing and to retain your NCC, each holder is required to update their expertise. Specific methods and required hours are provided to each NCC. Similar requirements are found for those holding state licenses to upgrade, remain current, and in some form continue to develop their professional expertise. These requirements are also reinforced within the Code of Ethics.

Effective January 2017 all Licensed Mental Health Counselors (LMHCs) must accrue 36 continuing education clock hours for every 3-year re-registration period. The Department of Counseling and Development has been approved by the NYS Board of Mental Health Practitioners to offer CE clock hours for LMHCs. Information regarding CE workshops can be obtained by contacting Dr. Keefe-Cooperman at Kathleen.Keefe-Cooperman@liu.edu .

Mental Health Counselor Licensure in New York State

The New York State Legislature enacted a bill, effective January 1, 2006, that licensed four new mental health specialties: Mental Health Counselor, Marriage and Family Therapist, Creative Arts Therapist, and Psychoanalyst.

Our 60 credit Master of Science with a specialty in Clinical Mental Health Counseling meets the academic requirements of the NYSED Office of the Professions, which issues licenses in New York State. School counseling students receive a 48-credit Master of Science degree and are eligible for permanent certification in New York State after two years of experience. Both specialties are CACREP accredited. A School Counseling graduate wanting to return to meet the academic requirements for licensure as a Mental Health Counselor in New York State must take those theory

and clinical courses required of our Clinical Mental Health Counseling graduates in order to apply for licensure to the Office of the Professions.

Advanced Certificate Program in Clinical Mental Health Counseling

The Advanced Certificate in Clinical Mental Health Counseling is a "licensure qualifying" bridge program approved by the New York State Education Department (NYSED), Office of the Professions. The Advanced Certificate in Clinical Mental Health Counseling program is effective 2/27/12 and offers the opportunity for individuals with a master's degree in school counseling or other related counseling degree to meet the educational requirements for licensure as a mental health counselor in New York State. The 18-credit advanced certificate is predicated upon the individual having completed a master's degree in school counseling or other related counseling degree with a minimum of 48 credits in specified core educational content areas as delineated in the state regulations for mental health counselor licensure. Individuals who graduated from a program of less than 48 credits will be required to take additional coursework above the 18 credits to ensure meeting the state requirement of a minimum of 60 graduate credits. Upon application, candidates will have their transcript(s) reviewed by the department to ascertain the needed number of graduate credits required for the advanced certificate.

The Advanced Certificate in Clinical Mental Health Counseling program is not accredited by CACREP. CACREP does not accredit Advanced Certificate programs. This is a bridge program to qualify school counselors and other related counseling professionals to be eligible to get independently licensed in the state of New York.

The Advanced Certificate in Clinical Mental Health Counseling requires each candidate to take the following courses **at a minimum:**

EDC 601 Foundations of Clinical Mental Health Counseling and Ethics
EDC 608 Diagnostic Interviewing and Assessment in CMHC
EDC 611 Evidence Based Treatment Planning in CMHC
EDC 616 Family Counseling
EDC 683 Clinical Mental Health Counseling Internship I (300 hours)
EDC 684 Clinical Mental Health Counseling Internship II (300 hours)

Upon completion of the advanced certificate, the individual will automatically meet the educational requirements for licensure as a mental health counselor in New York State. They will then be eligible to file for a "limited permit" and begin accruing the 3,000 post master's experiential hours

required for licensure. They will also be eligible to file to take the National Clinical Mental Health Counselor Examination (NCMHCE) which is the licensure examination designated by the State. There is also the possibility that the Office of the Professions may accept experiential hours gained after the receipt of the individual's master's degree if the experience was in an approved setting under the supervision of a recognized licensed mental health professional.

PROFESSIONAL COUNSELING ASSOCIATIONS

American Counseling Association (ACA)

5999 Stevenson Ave. Alexandria, VA 22304

800-347-6647 / 800-473-2329 (fax)

www.counseling.org

The American Counseling Association (ACA) is the world's largest professional membership association dedicated exclusively to the advancement of the counseling profession. The ACA is an educational, scientific, and professional organization whose members are dedicated to the enhancement of human development throughout the life span. Members recognize diversity in our society and embrace a cross-cultural approach in support of the worth, dignity, potential, and uniqueness of each individual.

ACA has 19 national divisions and 1 organizational affiliate that are dedicated to the skills, professional settings, and interests of over 50,000 members:

(AACE) Association for Assessment in Counseling and Education

(AADA) Association for Adult Development and Aging

(ACC) Association for Creativity in Counseling

(ACCA) American College Counseling Association

(ACEG) Association for Counselors and Educators in Government

(ACES) Association for Counselor Education and Supervision

(AHC) The Association for Humanistic Counseling

(ALGBTIC) Association for Lesbian, Gay, Bisexual and Transgender Issues in Counseling

(AMCD) Association for Multicultural Counseling and Development

(AMHCA) American Mental Health Counselors Association

(ARCA) American Rehabilitation Counseling Association

(ASERVIC) Association for Spiritual, Ethical, and Religious Values in Counseling

(ASGW) Association for Specialists in Group Work

(CSJ) Counselors for Social Justice

(IAAOC) International Association of Addictions and Offender Counselors

(IAMFC) International Association of Marriage and Family Counselors

(NCDA) National Career Development Association

(NECA) National Employment Counseling Association

Publications:

Journal of Counseling & Development - published four times a year

"Counseling Today" newspaper - published every month

Each division has its own newsletter and most publish their own refereed journal.

Membership:

ACA offers discounted membership rates for graduate students enrolled half-time or more in a graduate counseling program. Verification is required by the student and the student's professor. Upon graduation, graduates are eligible to renew as a new professional member within 12 months of graduation at reduced rates. This one year only professional membership provides all benefits of full ACA membership, but costs the same as ACA student membership.

American School Counselor Association (ASCA)

277 S Washington St

Suite 390

Alexandria, VA 22314

schoolcounselor.org

The American School Counselor Association (ASCA) supports school counselors' efforts to help students focus on academic, career and social/emotional development so they achieve success in school and are prepared to lead fulfilling lives as responsible members of society. ASCA provides professional development; publications; and other resources, research and advocacy to school counselors around the globe. As the only national organization serving the school counseling profession, ASCA creates and maintains professional standards and serves as the voice of the profession.

Publications:

ASCA School Counselor - Delivered in print bimonthly

Professional School Counseling - Peer-reviewed journal

Membership:

ASCA offers discounted student membership to students enrolled in a master's level program that prepares school counselors. This is a nonvoting membership type. All professional and

student ASCA members are automatically covered for $1 million in excess professional liability coverage at no additional cost. Note that coverage is available only for W-2 employed educators working in a U.S.-based school. Contract employees are not eligible for coverage.

There are three local chapters of ASCA on Long Island and one larger state division.
NYS:
New York State School Counselor Association (NYSSCA)

LONG ISLAND:
East End Counselors Association (EECA)
Western Suffolk Counselors Association (WSCA)
Nassau Counselors Association (NCA)

New York Mental Health Counseling Association (NYMHCA)

NYMHCA2@optonline.net or 1-800-4-NYMHCA

NYMHCA is the state chapter of AMHCA (American Mental Health Counselors Association) and was founded 30 years ago. NYMHCA spearheaded the effort to license the clinical counselors of New York, which resulted in the passage and the signing into law of a licensure bill in 2005. The scope of practice for clinical counselors is one of the strongest in the nation, and there are now more than 5,500 licensed mental health counselors in New York. NYMHCA strives to work on behalf of its more than 1,200 members statewide. A lobbying firm is employed to assist in the legislative work that will protect the rights of licensed mental health counselors to practice their profession. The lobbying firm also assists NYMHCA in advancing clinical counseling to equal status with other licensed mental health professions.

As a benefit of membership, counselors are encouraged to join a NYMHCA Regional Chapter. The Long Island NYMHCA Chapter is comprised of local professionals who come together for networking and to continue their clinical education. Students are welcome to join, and the chapter has a successful mentoring program that helps students and new graduates to actualize their professional goals.

Other benefits of NYMHCA membership include:

- consumer accessed Find-a-Counselor and Find-a-Supervisor online directory

- dental and vision insurance plans exclusively for NYMHCA members
- the NYMHCA Quarterly newsletter
- Biennial Convention and Counselor Educator Meetings in Albany
- the http://www.nymhca.org/ website

NYMHCA can be contacted at: NYMHCA2@optonline.net or 1-800-4-NYMHCA

Chi Sigma Iota Chapters, LIU Post & Brentwood Extension

Proudly, LIU holds two chapters for Chi Sigma Iota: LIU Post is the Lambda Iota Upsilon Chapter and LIU Brentwood Extension Center is the Beta Upsilon Chapter. CSI participation requires high standards for admission, including evidence of academic excellence, leadership, social justice, advocacy, and professional identity. These standards are meant as a challenge for all students in graduate programs to develop and grow, while fostering excellence within the counseling profession. The purpose of CSI is to promote scholarship, research, professionalism, and excellence in the field of counseling. This is accomplished not only through workshops and seminars, professional mentoring, and community involvement, but also in various professional counseling associations. Students and graduate members of CSI are expected to take an active part in the chapters through leadership roles, committees, activities, and newsletters for professional growth and development. Students who have completed 12 credits and have attained a Grade Point Average (GPA) of 3.5 and above, demonstrate evidence of leadership qualities, are active members of one or more of the professional associations (e.g., ACA), and are recommended by a full-time faculty are eligible to become members of Chi Sigma Iota. In sum, these students distinguish themselves through scholarship and professional excellence. The Lambda Iota Upsilon Chapter resides on the Post campus, and the Chapter Faculty Advisor is Dr. Ulupinar (Dogukan.Ulupinar@liu.edu). The Beta Upsilon Chapter resides on the Brentwood Extension Center campus, and the Chapter Faculty Advisor is Dr. Halima Dargan (Halima.Dargan@liu.edu). Dr. Alyssa Sceppaguercio (Alyssa.Sceppaguercio@liu.edu) is also available for additional information and support regarding both Post and Brentwood Extension chapters. Each year students who are eligible will be inducted in the respective chapters.

Becoming a Member of CSI

Once identified as an individual who meets the criteria for membership in Chi Sigma Iota Counseling Academic and Professional Honor Society (CSI), students will receive an email with an official invitation to join from the current Chapter Faculty Advisor. Once you receive your invitation, you may complete

the online membership application at www.csinet.org. Upon the CFA approval of your online application, and submission of applicable dues, students will be formally invited to the annual CSI initiation ceremony. This ceremony is only available in the Fall semester, thus, eligible students may only join the chapter once per academic year.

FINANCIAL AID & IMPORTANT BILLING INFORMATION

Financial Aid for LIU Post & Brentwood

Please check with the Financial Aid Office, 516-299-2338/631-287-8500 for verification of the most current and available resources.

Important Information

- Each year students receive emails in regard to completing the FAFSA at https://studentaid.gov. The LIU federal school code is **002751.**

Helpful Hint: Use the IRS Data Retrieval Tool to populate the tax information.

- Emails are sent to students who are missing information, including Admissions blocks and also reminding students of corrections/updates needed on the FAFSA.
- Students selected for the process called Verification need to submit/upload the verification document(s) to https://apply.liu.edu/documents.
- When a financial aid package appears on the student's portal, MyLIU, emails are sent to remind students to review the "View Financial Aid" screen on their MyLIU and accept/decline the awards.
- Students accepting any federal loans are emailed to inform that the ***Entrance Counseling*** **and the Master Promissory Note (MPN)** need to be completed at https://studentaid.gov.
- Students that accept the *Graduate PLUS loan* are directed to complete a ***PLUS Entrance*** **Counseling and the PLUS Master Promissory Note (PLUS MPN)** at https://studentaid.gov**.** For the Graduate PLUS loan, the federal government will run a credit check, student(s) will need to be **approved** for this loan.
- **For eligibility of federal student loans, you MUST be registered in a MINIMUM of 6 credits EACH SEMESTER for courses that are REQUIRED to complete your degree program.**

Upon completion of student's degree program, emails are sent to remind students to complete the Exit Counseling on https://studentaid.gov.

Student Billing Account

- Students can view their bill for each semester by logging onto their MyLIU and selecting the "Account Inquiry" screen. Click on the "*Activity*" tab to view your charges, payments, and refunds.

- Students have the option of selecting the LIU payment plan for the Summer, Fall, and Spring terms. This payment plan option can be selected on the "*Make an E-payment*" icon on their MyLIU.
- Emails are sent to remind students of the health insurance coverage required including the fee that is charged. Students are given the option to waive this fee if they have their own health insurance coverage.

LIU COUNSELING & DEVELOPMENT FACULTY & STAFF

Dr. Kathleen Keefe-Cooperman, Psy.D.

Associate Professor of Education

Education

Psy.D. University of Hartford

M.A. University of Hartford

M.S. Pace University

B.A. Rhode Island College

Dr. Keefe-Cooperman is the Chair and an Associate Professor in the Department of Counseling and Development. She received her undergraduate degree in psychology from Rhode Island College, a Master's in Counseling from Pace University, a Master's in Clinical Practices in Psychology from the University of Hartford, and her Doctorate in Clinical Psychology from the University of Hartford. Dr. Keefe-Cooperman is a NY Licensed Clinical Psychologist and a member of the prestigious Fulbright Specialist Program. This Associate Professor began her career with LIU at West Point before becoming the Program Director for the Department of Counseling and Development at the Rockland Graduate Campus for five years. She has been at the LIU Post campus since 2009. Dr. Keefe-Cooperman was named Outstanding Educator of the Year by *Education Update* in 2018. She has extensive experience teaching a variety of courses, and her favorites include those focusing on the development of counseling skills, as well as diagnoses and psychopathology. Her Fulbright Specialist experience involved presenting her research on visual spatial functioning in preschoolers related to smart device usage at the University of Vienna and being a guest lecturer. Dr. Keefe-Cooperman has also presented for Columbia University's Grand Rounds. She has served as a reviewer for peer reviewed journals, and is currently a reviewer for the professional journal, *Adultspan*, as well as being a Fulbright Specialist Reviewer of applicants. Dr. Keefe-Cooperman belongs to the American Counseling Association and was the Chair and former Committee Member for the American Psychological Association's Teaching of Psychology Division. She has served as a Board Member for various mental health organizations. She has a broad range of experience working with children, adolescents, and adults around mental health issues that impact daily life. Dr. Keefe-Cooperman also specializes in psychological evaluations of preschoolers, and Autism identification and diagnosis for younger children. Numerous publications in psychology, counseling and educational journals focus on the areas of preschooler development as well as breaking bad news using a structured protocol (PEWTER) she developed. The PEWTER model has been used in the areas of counseling, homicide victim notification, and end of life communication. Her current research is focusing on behavioral difficulties in preschool aged

children related to the pandemic. Dr. Keefe-Cooperman presents at national and international conferences and is also the co-author of a book focusing on math anxiety and related cognitive principles for overcoming this difficulty.

Dr. Kristin Schaefer-Schiumo, Ph.D.

Professor of Education

Education

Ph.D., Fordham University, 1999

M.S.Ed., Fordham University, 1996

B.S. Cornell University, 1993

Dr. Schaefer-Schiumo teaches graduate applied and theoretical courses in the Department of Counseling and Development's mental health and school counseling programs. She facilitates outreach, program development, and presentations in the areas of wellness, the mind/body connection, crisis and trauma treatment, and positive psychology. She collaborates in inter-departmental establishment of new programs and actively participates in the development of courses for the school and clinical mental health counseling programs delivered in blended and face-to-face formats. Dr. Schaefer-Schiumo's current research interests focus on the integration of exercise and healthy eating habits, the establishment of a cohesive community, and improved indicators of mental health.

Dr. Schaefer-Schiumo works with adolescents and adults working to overcome challenges such as anxiety, depression, social anxiety, and trauma. In her work, she integrates a collaborative, strengths-based, evidence-based approach, incorporating approaches including mindfulness-based cognitive therapy, brainspotting, EMDR, and trauma informed treatments. Dr. Schaefer-Schiumo is committed to serving those in the larger community not only through her own service and advocacy efforts, but through mentorship of adolescents looking to develop their own strengths in advocacy, program development, and service.

Dr. Schaefer-Schiumo serves as consultant to the Nassau County Office of Youth Services providing information and education on mental health resources, serving to foster summer employment opportunities for Nassau County youth through collaboration with local institutions across professions, and engaging in mentorship to high school students participating in the Nassau County Youth Council. She also serves as a member of Outreach for the Manhasset Women's Coalition Against Breast Cancer, providing women diagnosed with varying stages of breast cancer with local resources available to strengthen their physical and emotional well-being during the

treatment and recovery phases. She offers counseling services to women in treatment and recovery, and mentors young women in high school in relevant program development, marketing and implementation, and procurement of local small grants in support of program implementation. Dr. Schaefer-Schiumo serves on the Editorial Review Board for the American Counseling Association journals, Adultspan and Journal of Counseling and Values. As a member of the Research Committee, Manhasset Women's Coalition Against Breast Cancer, Dr. Schaefer-Schiumo reviews grant applications in support of research focusing on improving breast cancer treatments and, ultimately, a cure. She participates in site and lab visits in support of grant selection and decision on awardees. Applicants for research funding have previously included Memorial Sloan Kettering, NYU Langone, and Mount Sinai. This committee awards research grants totaling several hundred thousand dollars annually.

Areas of Specialization

Clinical Mental Health Counseling - children, adolescents, and adults
Auditory Information Processing Disorders
Trauma Informed Interventions

Dr. Dogukan Ulupinar, Ph.D.

Assistant Professor of Education

Education

B.A., Istanbul Bilgi University, 2008
M.A., Indiana University of Pennsylvania, 2013
Ph.D., The Pennsylvania State University, 2020

Dr. Ulupinar joined LIU in 2021. He earned his Ph.D. degree in Counselor Education and Supervision at the Pennsylvania State University. Before joining LIU, Dr. Ulupinar worked as an Assistant Professor at California State University, Northridge. He also worked as a professional counselor in a variety of different settings including college mental health, community mental health, and vocational rehabilitation. He is a Nationally Certified Counselor, and a licensed professional counselor in the state of Pennsylvania.

His research is situated in counseling outcome studies, with a special focus on collegiate mental health and counselor performance in integrated primary and behavioral healthcare settings. He serves on the editorial board for the *International Journal for the Advancement of Counselling*. He has taught several core and specialty area courses in counseling including Counseling Theories,

Counseling Practicum, Research in Counseling, Diagnostic Issues in Counseling, Field Experience, and Foundations of Clinical Mental Health Counseling. Dr. Ulupinar currently serves as a Faculty Advisor to the Chi Sigma Iota, Lamda Iota Upsilon chapter for the Post campus students.

Areas of Specialty

- Clinical Mental Health Counseling
- College Counseling
- Alcohol Harm Reduction
- Integrated Primary and Behavioral Healthcare Systems

Dr. Halima Dargan, Ph.D.

Assistant Professor of Education

Education

Ph.D., University of Holy Cross, 2020

M.A., Xavier University of Louisiana, 2016

B.S., Xavier University of Louisiana, 2013

Dr. Halima Dargan teaches graduate applied and theoretical courses in the Department of Counseling and Development's mental health and school counseling programs. She engages in supervision, mentoring, outreach, and program development in the areas of school and community based mental health and wellness of the helper. Dr. Dargan's current research interests focus on self-care and wellness for mental health clinicians, as well as supervision and mentoring in the counseling field. She is currently working to develop a conceptual framework for counseling supervision and has presented nationally on the topic. While Dr. Dargan doesn't currently engage in clinical practice, she has gained most of her experience working with children, adolescents, and adults through a trauma-informed, culturally responsive, integrative, and collaborative approach, with an Adlerian focus. Since the start of her career, she has worked to improve access to and reduce the stigma of mental health issues in marginalized communities, primarily with Black and Latinx youth. Dr. Dargan was recently named an emerging leader in the counseling field by the Maryland Counseling Association. She maintains active memberships to the American Counseling Association, Maryland Counseling Association, American School Counselor Association, New York School Counselor Association, and the Association for Counselor Education and Supervision.

Additionally, Dr. Dargan is working as the mental health provider for the Braveheart organization, which engages in health education, equitable health services, and sustainable health programming

to underserved and marginalized communities in Uganda, Africa. Since 2014 Braveheart has provided acute medical, vision, dental, women's health, and podiatry care and Dr. Dargan joined the mission in 2022 to assess the mental health needs within villages in the cities of Kampala and Masaka and works to create sustainable mental health programming.

Dr. Devyn Savitsky, Ph.D.

Assistant Professor of Education

Education
B.A., Binghamton University, 2015
M.S., Long Island University, 2017
Ph.D., Ohio University, 2024

Devyn Savitsky joined LIU as an Assistant Professor in the Department of Counseling & Development in 2024. Dr. Savitsky currently serves on the Editorial Board for the *Journal of Counseling Sexology & Sexual Wellness: Research, Practice, and Education; Journal for Social Action in Counseling and Psychology;* as well as *ProGCouns: Journal of Professionals in Guidance and Counseling.* She is an active member of the Society for Sexual, Affectional, Intersex, and Gender Expansive Identities (SAIGE) research and scholarship committee. Her research agenda focuses on counselor training, eating disorder mental health literacy, the experiences of marginalized persons living with eating disorders, LGBTGEQIAP+ issues, multicultural competence, and the impact of media on self-image, through a feminist lens. Social justice plays a key role in her approach to counseling, research, scholarship, and practice. She has experience providing individual, group, and family/couple counseling in community and college counseling settings. Dr. Savitsky currently serves as a Faculty Advisor to the Chi Sigma Iota, Lamda Iota Upsilon chapter for the Post campus students.

Areas of Specialty

- Eating Disorder Mental Health Literacy (ED-MHL)
- LGBTGEQIAP+ Issues
- Media and Self-Image
- Multicultural Competence
- Clinical Mental Health Counseling
- College Counseling

Dr. Alyssa Sceppaguercio, Ph.D. LMHC

Assistant Professor of Education

Education

Ph.D., Pace University, 2024

M.A., Montclair State University, 2015

B.A., Siena College, 2012

Dr. Sceppaguercio earned her Ph.D. in Mental Health Counseling from Pace University. Additionally, she obtained her M.A. in Counseling, Student Affairs/Higher Education from Montclair State University and her B.A. in English from Siena College where she was a former Division I student-athlete. She previously served as an Adjunct Professor at Pace University teaching Research and Program Evaluation prior to joining LIU. Dr. Sceppaguercio is a Licensed Mental Health Counselor (LMHC), an Eye Movement Desensitization and Reprocessing (EMDR) Certified Therapist, and a Certified Clinical Trauma Professional (CCTP). She specializes in treating complex trauma, PTSD, and dissociative disorders. Additionally, she works with adults, members of the LGTBQ+ community, and collegiate student-athletes, as well as professional athletes. Dr. Sceppaguercio previously worked within athletic departments at various college institutions, psychiatric rehabilitation centers, outpatient career development services, and in group private practice. Additionally, she has experience providing clinical supervision to fully licensed clinicians and limited permit holders. Her current research agenda focuses on the clinical construct of dissociation, as well as the complexities of lived experiences of collegiate student-athletes. Dr. Sceppaguercio is a member of the American Counseling Association, New York Mental Health Counselors Association, and EMDR International Organization.

Areas of Specialty

- Clinical Mental Health Counseling
- Complex Trauma, PTSD, and Dissociation
- Collegiate Student-Athletes

Adjunct Faculty

In addition to full-time faculty, the Department of Counseling and Development is in partnership with a cadre of outstanding counseling practitioners who serve as adjunct faculty. Many of our adjuncts are experienced leaders and counseling professionals in various agencies, hospitals, schools, and organizations in the Nassau and Suffolk communities. They provide linkages and affiliations that open opportunities for internship and employment for our students. Many of our skill-based and specialty courses are taught by adjuncts. In addition, they bring experiential and relevant information to the classroom where they can demonstrate examples of case reports from their practice. Our adjuncts are an invaluable asset to our programs, and they are highly valued as a part of our team.

Council for the Accreditation of Counseling & Related Educational Programs (CACREP)
Student Learning Outcomes

Annual Outcomes Assessment Report Findings

Summary of Outcomes Assessment Report (2024–2025)

Department of Counseling and Development, LIU

Programs: M.S. in Clinical Mental Health Counseling (CMHC) and School Counseling (SCO)

A. Program Level Review
The Department of Counseling and Development evaluated the CMHC and SCO programs per CACREP accreditation standards. Learning Outcomes (LOs) were presented across the eight core CACREP areas, and discipline specific KSA's. Assessments were made using faculty/internship supervisor rubrics and also via the Counselor Education Comprehensive Examination (CECE). The department used Tevera for the data collection and report assessment. Data will include current advanced certificate students within the CMHC data.

B. CACREP 4.B: Program Evaluation Standards
The program uses multiple direct assessment methods by CACREP core area, which are:
Rubric-Based Evaluation: Faculty and site supervisors use rubrics to evaluate student performance using the CACREP standards from practicum, internship and coursework.
Standardized Exam (CECE): This exam is administered before graduation to evaluate student mastery of the CACREP domains.
Findings:
Overall, students were able to meet certain performance benchmarks through rubric evaluations for all eight core areas of the CECE. However, the weaker areas for CECE were:
Professional Counseling Orientation & Ethics
Group Counseling & Group Work
Assessment & Testing
Research & Program Evaluation

These gaps suggest that students do well in practice-based evaluations, however, performance on standardized tests suggest gaps in theoretical and foundational content knowledge.
Effective Practices
• Overall, rubric measurements indicated student growth over time across the program.
• Tevera is important because it encouraged continuity of tracking outcomes/assessments and provided a larger pool of data to share.

C. CACREP 4.C: Future Changes initiated based on the results from the 2023-2024 assessment cycles and this assessment cycle:
- Faculty Training Changes in Teaching & Learning
  - Continued and expanded use of Tevera by faculty for data assessment.
  - Increased resources with didactic teaching strategies, such as quizzes, review sessions, and exam prep materials.
  - Further incorporation of Universal Design for Learning (UDL) in order to focus on different learning needs of students.

- Curriculum Improvements

- Focused course reinforcement on weaker domains (e.g. EDC 702 and EDC 608) on assessment, group work, and research areas.
- Further implementation of examining equity and inclusion with applied content in (EDC 613).

D. CACREP 4.D: Other Substantial Changes

Administrative systems update:

Tevera adopted for the full program cycle to centralize outcome tracking and enhance coordination between the campuses.

Integration of Equity, Diversity & Inclusion (DEI):

DEI goals integrated into coursework and assessment across the curriculum.

Training/support to members of the faculty related to equity-focused pedagogy and UDL were available and used by many.

Exit Exam Strategy Change:

The use of CPCE promotes consistency, a national benchmark, and fairness particularly adolescents utilizing accommodations.

Conclusion

The data and evidence from the 2024–2025 assessment cycle showed solid improvement in applied counseling competencies when compared to graduate competencies, and areas of growth specific to standardized theoretical knowledge. The formative changes, including implementation of CPCE, greater provisioning of faculty development, and curricular revisions are intended to bring our work into alignment with CACREP and improve student experience and learning outcomes.

APPENDICES

Appendix A

LIU Counseling & Development Department Contact List

Full-Time Faculty Office Telephone Numbers:
All extensions are preceded by 299 if dialed from off campus

Name & Position	Email	Phone
Kathleen Keefe-Cooperman, Psy.D. *Department Chair*	Kathleen.Keefe-Cooperman@liu.edu	516-299-2133
Kristin Schaefer, Ph.D. *Full Professor*	Kristin.Schaefer@liu.edu	
Dogukan Ulupinar, Ph.D. *Assistant Professor*	Dogukan.Ulupinar@liu.edu	
Halima Dargan, Ph.D. *Assistant Professor*	Halima.Dargan@liu.edu	
Devyn Savitsky, Ph.D. *Assistant Professor*	Devyn.Savitsky@liu.edu	
Alyssa Sceppaguercio, Ph.D. *Assistant Professor*	Alyssa.Sceppaguercio@liu.edu	
Miriam McCormack, *Clinical Coordinator*	Miriam.McCormack@liu.edu	
Angelica Crotty *Assistant to the Dept.*	Angelica.Crotty@liu.edu	516-299-2244
Kim Palmer *Assistant to Dean*	Kim.Palmer@liu.edu	**Office:** 516-299-2130 **Fax**: 516-299-4167

IMPORTANT TELEPHONE NUMBERS

LIU Post, (516) area code
All extensions are preceded by 299 if dialed from off campus

Emergency- Security	2222, 2214
Admissions	2900
Bookstore	2639, 744-6778
Bursar	2323, 2324
Financial Aid	2338, 2339
Library	
Acquisitions	2835, 2836
Circulation	2303, 2304
Periodicals	2872, 2873
Reference	2305
Reserve Desk	2303
Registrar	2588, 2589

College of Education, Information and Technology:
All extensions are preceded by 299 if dialed from off campus

Enrollment Service Counselor (Counseling & Development)	2183
Certification Office	2870
Counseling & Development Department	2244

LIU Brentwood (631) 287-8500
Admissions, Library, and Main Office can all be reached at the above number.
Enrollment Service Counselor (631) 287-8507

Appendix B

Counseling & Development Department
Student Program Agreement Contract

The course content and experiential activities involved in the programs offered by the Department of Counseling and Development are designed to afford you the opportunity to achieve personal, intellectual, and professional development goals. Through the program of study, you will be given feedback from faculty, supervisors, peers, and clients concerning your personal, academic, and professional development. You will be expected to deal with this feedback in an ethical and professional manner.

The expectations of the Department's faculty are that you will explore and recognize the effect that your personal beliefs, issues, emotions, and behaviors have on your ability to function as a professional counselor. Various "techniques" or "skills" courses will require you to develop and demonstrate your work as future counselors and school counselors. This will include collaboration on role-plays with classmates and eventually, working with clients seeking counseling services or within school communities. Through this work, you will be asked to examine and reflect on your behaviors, beliefs, and emotions in relation to your professional activities and experiences on an ongoing basis.

The Department of Counseling and Development faculty members have a responsibility to dismiss students from the program if students are unable to render competent services, even after professional intervention, due to academic or personal limitations. The Department has an obligation to help students obtain remedial assistance as needed, to consult with colleagues and document decisions to refer students for assistance. In addition, faculty may request that students be dismissed from the program, if they are out of compliance. This will include an assurance that students will have due process to appeal and challenge such decisions. Appeals of this nature are directed to the Dean of the College of Education, Information and Technology, Dr. Laura Seinfeld.

If, in the professional judgment of a faculty member, a student's behavior is deemed substandard, unethical, illegal, and/or professionally unbecoming at any time during the program of study (including course work, practica, and internships), the Student Retention and Review Committee will be called to review the performance and behavior of the student, and to make recommendations to the Department as a whole, and ultimately to the Department Chair and the Dean, as appropriate.

I, _____ (print name), adhere to the American Counseling Association Code of Ethics and Standards of Practice and have read the relevant material in the Graduate Student Handbook for Counseling and Development, and the description of course requirements and program experiences required in the curriculum. I do understand that my plan of study is developmental in nature and that it is a process rather than merely an accumulation of course credits. Therefore, I accept the fact that I must adhere to all counseling pre-requisites. I agree that the faculty members of the Department of Counseling and Development have the right and responsibility to monitor disposition and my academic and professional ethical behavior.

I am willing to participate fully in the courses and requirements delineated in the "Graduate Student Handbook: Counseling & Development" and I, also, agree to abide by the policies set forth therein.

Name (print)_____Signature _____

Date_____

It is mandatory that this Handbook be distributed and read in EDC 601 and EDC 602.
It is only after the student has done so that the Contract is signed.
Your EDC 601 & 602 professors will return all signed contracts to the Department of Counseling and Development.

Appendix C

CEIT

Incomplete Grade Agreement – GRADUATE COURSE

I,_____, have earned a Grade of Incomplete ("INC") in the following Course _____ during _____ Semester.

Terms of Agreement

1. I acknowledge that I have read the Long Island University Academic Policies. The Incomplete Coursework Policy states that:

When, due to extenuating circumstances, a student needs additional time to complete the course, he or she must submit a written request to the appropriate faculty member, chairperson, and dean for an extension. After completion of an incomplete (INC) course, a grade of (I) is retained on the transcript along with the final earned grade and the date. Students have one year to complete the coursework for an earned INC (so for a Fall INC, they have until the end of the following fall). If they don't complete within a year, the INC remains permanently on their record. They would need to retake the course and pay again. The policy states that students can request an extension through the office of Academic Affairs.

Briefly describe extenuating circumstances (in general, neither a low grade nor inconsistent attendance qualify as extenuating circumstances). Attach documentation in support of the extenuating circumstances (e.g., doctor's note):

_____

_____

_____

2. Accordingly, the work for the course(s) listed above will be completed by the end of the following semester (Fall courses must be completed by the end of the following Spring semester; Spring courses must be completed by the following Fall semester).

3. Please fill in the semester and year you agree to complete the course:
   Fall _____ Spring _____

4. The work to be completed includes the following assignments:
    a. _____
    b. _____
    c. _____
    d. _____

5. In the event that the work cannot be completed in this timeframe due to extenuating circumstances such as illness or significant personal hardship, I understand that I must submit a **written request** for an additional extension to my instructor ten (10) days before the end of the term listed above (#4). The extension request must be approved by the faculty, Department Chair, and Dean.

6. I acknowledge that no further extensions will be provided.

7. A permanent grade of INC will remain on my transcript if the work is not completed by the date listed in #4.

8. Additionally, if the INC remains on my record or I do not earn a passing grade upon the completion of the course, **I understand and accept that I will have to register (and pay) to repeat the course.**

_____ _____

Student Signature/ Date Faculty Signature/ Date

Chairperson Approval _____ Date: _____

Dean Approval _____ Date: _____

(Revised June 2022)

Appendix D

Long Island University

Department of Counseling and Development

OASAS CASAC-T CURRICULUM CHECKLIST

NAME: _____ **DATE:** _____

Section 1 – Knowledge of Alcoholism and Substance Abuse – 85 hours
_____ EDC 654 Introduction to Addictions Counseling (includes ethics content) (45 hours)
_____ EDC 615 Theories of Counseling (45 hours)

Section 2 – Alcoholism and Substance Abuse Counseling – 150 hours (15 hrs. in Cultural)
_____ EDC 610 Psychopathology for the Professional Counselor (45 hours)
_____ EDC 613 Diversity and Socio-Cultural Issues in Counseling (45 hours)
_____ EDC 657 Treatment Approaches in Addictions Counseling (45 hours)
_____ EDC 668 Counseling Pre-Practicum (includes ethics content) (45 hours)
_____ EDC 687 Group Counseling: Theory and Practice (45 hours)

Section 3 – Assessment, Clinical Evaluation, Treatment Planning, Case Management, And Patient, Family & Community Education – 70 hrs.

_____ EDC 608 Diagnostic Interviewing & Assessment (45 hours)
_____ EDC 660 Practicum in Psychological Testing for Counselors (45 hours)

Section 4 – Professional and Ethical Responsibilities – 45 hours (15 hrs in addiction ethics)

_____ EDC 601 Foundations in CMHC & Ethics (45 hours)
_____ EDC 611 Evidence Based Treatment Planning (45 hours)

Additional Required Training

_____ Child Abuse Mandated Reporter Training
_____ Tobacco Use and Nicotine Dependence Training (Modules 1 & 2)
_____ Medications for Addictions Training (MAT)

Dr. Devyn Savitsky, PhD **Date:**

Appendix E

American Counseling Association: Code of Ethics (2014)

The Department of Counseling and Development adheres to the professional and ethical standards of the American Counseling Association. The American Counseling Association is an educational, scientific, and professional organization whose members are dedicated to the enhancement of human development throughout the life span. Association members recognize diversity in our society and embrace a cross-cultural approach in support of the worth, dignity, potential, and uniqueness of each individual.

The specification of an ethical code enables the Association to clarify to current and future members, and to those served by members, the nature of the ethical responsibilities held in common by its members. As the ethical code of the Association, this document establishes principles that define the ethical behavior of the Association members. All members of the American Counseling Association are required to adhere to the ***Code of Ethics and Standards of Practice***.

The ***Code of Ethics and Standards of Practice*** (ACA, 2014) contains eight sections:

Section A, The Counseling Relationship: Counselors facilitate client growth and development in ways that foster the interest and welfare of clients and promote formation of healthy relationships. Trust is the cornerstone of the counseling relationship, and counselors have the responsibility to respect and safeguard the client's right to privacy and confidentiality. Counselors actively attempt to understand the diverse cultural backgrounds of the clients they serve. Counselors also explore their own cultural identities and how these affect their values and beliefs about the counseling process. Additionally, counselors are encouraged to contribute to society by devoting a portion of their professional activities for little or no financial return (*pro bono publico*).

Section B, Confidentiality and Privacy: Counselors recognize that trust is a cornerstone of the counseling relationship. Counselors aspire to earn the trust of clients by creating an ongoing partnership, establishing and upholding appropriate boundaries, and maintaining confidentiality. Counselors communicate the parameters of confidentiality in a culturally competent manner.

Section C, Professional Responsibility: Counselors aspire to open, honest, and accurate communication in dealing with the public and other professionals. Counselors facilitate access to

counseling services, and they practice in a nondiscriminatory manner within the boundaries of professional and personal competence; they also have a responsibility to abide by the *ACA Code of Ethics*. Counselors actively participate in local, state, and national associations that foster the development and improvement of counseling. Counselors are expected to advocate to promote changes at the individual, group, institutional, and societal levels that improve the quality of life for individuals and groups and remove potential barriers to the provision or access of appropriate services being offered. Counselors have a responsibility to the public to engage in counseling practices that are based on rigorous research methodologies. Counselors are encouraged to contribute to society by devoting a portion of their professional activity to services for which there is little or no financial return (*pro bono publico*). In addition, counselors engage in self-care activities to maintain and promote their own emotional, physical, mental, and spiritual well-being to best meet their professional responsibilities.

Section D, Relationships with Other Professionals: Professional counselors recognize that the quality of their interactions with colleagues can influence the quality of services provided to clients. They work to become knowledgeable about colleagues within and outside the field of counseling. Counselors develop positive working relationships and systems of communication with colleagues to enhance services to clients.

Section E, Evaluation, Assessment, and Interpretation: Counselors use assessment as one component of the counseling process, taking into account the clients' personal and cultural context. Counselors promote the well-being of individual clients or groups of clients by developing and using appropriate educational, mental health, psychological, and career assessments.

Section F, Supervision, Training, and Teaching: Counselor supervisors, trainers, and educators aspire to foster meaningful and respectful professional relationships and to maintain appropriate boundaries with supervisees and students in both face-to-face and electronic formats. They have theoretical and pedagogical foundations for their work; have knowledge of supervision models; and aim to be fair, accurate, and honest in their assessments of counselors, students, and supervisees.

Section G, Research and Publication: Counselors who conduct research are encouraged to contribute to the knowledge base of the profession and promote a clearer understanding of the conditions that lead to a healthy and more just society. Counselors support the efforts of researchers by participating fully and willingly whenever possible. Counselors minimize bias and respect diversity in designing and implementing research.

Section H, Distance Counseling, Technology, and Social Media: Counselors understand that the profession of counseling may no longer be limited to in-person, face-to-face interactions. Counselors actively attempt to understand the evolving nature of the profession with regard to distance counseling, technology, and social media and how such resources may be used to better serve their clients. Counselors strive to become knowledgeable about these resources. Counselors understand the additional concerns related to the use of distance counseling, technology, and social media and make every attempt to protect confidentiality and meet any legal and ethical requirements for the use of such resources.

Section I, Resolving Ethical Issues: Professional counselors behave in an ethical and legal manner. They are aware that client welfare and trust in the profession depend on a high level of professional conduct. They hold other counselors to the same standards and are willing to take appropriate action to ensure that standards are upheld. Counselors strive to resolve ethical dilemmas with direct and open communication among all parties involved and seek consultation with colleagues and supervisors when necessary. Counselors incorporate ethical practice into their daily professional work and engage in ongoing professional development regarding current topics in ethical and legal issues in counseling. Counselors become familiar with the ACA Policy and Procedures for Processing Complaints of Ethical Violations1 and use it as a reference for assisting in the enforcement of the *ACA Code of Ethics*.