



LONG ISLAND UNIVERSITY

COUNSELING & DEVELOPMENT

GRADUATE STUDENT HANDBOOK

The following programs in the Department of Counseling and Development at LIU Post and LIU Brentwood Extension Center 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 Extension Center: (631) 287-8500
www.liu.edu

Department of Counseling & Development website:

<https://liu.edu/CWPost/Academics/~//link.aspx?id=4F4B4EF040804C8191C3505702EFCF65&z=z>

CEIT, Counseling & Development Portal:

<http://soeport.cwpost.liu.edu/CSD-2017/CSD-Home.aspx>

CEIT, Certification Portal:

<http://soeport.cwpost.liu.edu/Certification/CertificationOffice.aspx>

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**LIU Counseling Programs offered at Post and Brentwood Campuses are accredited by
The Commission on Higher Education of the Middle States Association of Colleges and Schools.**

**The administration reserves the right to change any of the terms
of this *Handbook* in any section at any time.**

(Revised February 2021)



LONG ISLAND UNIVERSITY

WELCOME

The faculty and staff of the ***Department of Counseling and Development***, LIU Post campus and LIU Brentwood Extension Center, welcome you to your program of study. We are committed to a program of the highest quality, designed to promote leadership, advocacy, collaboration and systemic changes, and to achieve excellence in professional and personal development. 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, mental health agencies and counseling professionals who facilitate the professional development of counselors, and related practitioners.

We wish you much success as you pursue your educational and professional goals.

The purpose of this handbook is to provide you with 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 and provide you with a guide throughout your educational endeavors within the master's degree programs. This handbook will answer **many questions** you might have concerning, dates, deadlines, expectations, and program requirements. Your faculty and academic advisors are ready and available to help you in every way possible, but the ultimate responsibility for fulfilling all graduation requirements lies with each student.

General inquiries about the departmental programs should be directed to the **Chair of the Department, Dr. June-Ann Smith**. Questions about Clinical Mental Health Counseling should be directed to **Dr. Jonathan Procter, and Dr. Joseph Despres and Dr. Kim Tassinari** will answer any questions about the School Counseling Program. Questions regarding practicum or internship placements should be directed to **Professor Miriam McCormack**, Clinical Placement Coordinator. The Clinical Placement Coordinator reports to **Dr. Kristin Schaefer Schiumo**, Supervisor of Clinical Placement. The Enrollment Service Counselors at LIU Post are **Thomas Mitchel and Lorraine Tejpal**; the Enrollment Service Counselor at LIU Brentwood is **Heather Delano**.

Department of Counseling & Development

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, our students, 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 a mature 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. The various "techniques" or "skills" courses will require that you develop and demonstrate your professional skills as you work with classmates in role-play situations and with clients in actual sessions. You are expected to examine your behaviors, beliefs, and emotions in relation to your professional activities, and experiences, in a constructive and receptive manner.

The Department of Counseling and Development faculty members believe we have a responsibility to dismiss students who are unable to render competent service, even after our professional intervention, due to academic or personal limitations. We also recognize an obligation to help students in obtaining remedial assistance as needed, to consult with colleagues and document decisions to refer students for assistance or to request that students be dismissed from the program, and to assure that students have adequate recourse to address decisions made.

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 course training, (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 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.

PROGRAMS OFFERED

The Department of Counseling and Development offers the following graduate programs:

**Clinical Mental Health Counseling (M.S. Degree)
School Counseling (M.S. Degree)
and the
Advanced Certificate in Clinical Mental Health Counseling**

CASAC-T Certified Alcohol and Substance Abuse Counselor-Trainee

DEFINITIONS OF COUNSELING

The Department of Counseling and Development educates students to become professional counselors who are prepared to meet the challenges inherent in the 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)*:

Professional Counseling:

Professional counseling 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.

Professional Counseling Specialty:

A professional counseling specialty is narrowly focused, requiring advanced knowledge in the field and founded on the premise that all Professional Counselors must first meet the requirements for the general practice of professional counseling. LIU Post and LIU Brentwood offer two counseling specialties: Clinical Mental Health Counseling and School Counseling.

Location of Programs:

Over the last year, LIU worked to Re-designate the Brentwood Campus to an Extension Center to better serve our students. Therefore, LIU will no longer offer any complete programs at the Brentwood location, and the three counseling programs will fall under the LIU Post programs. Although, we will continue to offer a number of courses at the Brentwood Extension Center, students must take at least one class at the LIU Post campus to complete their degree. The administration and program leadership will reside at the LIU Post Campus.

DEPARTMENT OF COUNSELING AND DEVELOPMENT
MISSION STATEMENT

The mission of the Department of Counseling and Development is to educate and prepare graduate students to enter the counseling professions. We aim to prepare our students with the 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 student 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.

Clinical Mental Health Counseling Mission Statement:

The mission of the Clinical Mental Health Counseling Program is to promote positive mental health, as well as meet the needs for mental health counseling services in multicultural and diverse communities. To that end, we aim to educate mental health counselors who will 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 who are comprehensively trained in 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 training.

School Counseling Mission Statement:

The mission of the school counseling program is to provide comprehensive PreK- grade12 multicultural counseling services that are preventive in design, and developmental in nature, with the primary goal to promote student achievement. We embrace the NYS model and endorse the notion that effective school counseling programs are a collaborative effort between the school counselor, parents 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 the themes of leadership, advocacy, collaboration, and systemic change.

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. This special accreditation encompasses both LIU Post and LIU Brentwood.

CACREP is the acronym for **Council for the Accreditation of Counseling and Related Educational Programs**. The Council is the division of ACA responsible for reviewing and assessing Counselor Education programs for the prestigious national accreditation. Achieving this status places the local Counselor Education program head and shoulders above those that do not possess it. For example, though there are approximately forty-three Counselor Education programs throughout New York State, CACREP accreditation has been awarded to only fourteen, and Long Island University Post/Brentwood programs are included. The accreditation process is arduous, but the Department Faculty work hard to maintain it.

All of us – faculty, students and the university community alike - can be justly proud of this achievement. CACREP accreditation is a testimony to the quality of education and preparation that students receive in both the Clinical Mental Health Program 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 program.

PROFESSIONAL BEHAVIOR

The Department of Counseling and Development underscores the importance of counselors and counselors in training exercising professionally responsible public behavior. Therefore, it is important to be aware of the consequences that any such behavior (internet, voice mail 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 comport themselves in a professionally responsible manner at all times and not engage in questionable activities that may reflect negatively on the Department of Counseling and Development, or Long Island University.

STUDENT CONDUCT CODE

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 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.

DEPARTMENT OF COUNSELING AND DEVELOPMENT **GOALS AND OBJECTIVES**

Students are expected to meet the goals and objectives of CACREP's Eight Core Areas and those of the specific counseling specialty area. Opportunities to meet these requirements will occur in the classroom and during the practicum and internship. Upon completion of the program, it is expected that:

- Students will demonstrate current theoretical knowledge in the core areas of counseling and development.
- Students will demonstrate an understanding of the professional literature that forms the scholarly and practical foundation of counseling and human development.
- Students will competently apply the skills that they are taught in the graduate program.
- Students will demonstrate understanding of and effectively address the issues of persons of diverse experiences, backgrounds, and environments.
- Students will understand the legal and ethical standards of the American Counseling Association.

Clinical Mental Health Counseling M.S. Objectives:

- Students will understand a multi-dimensional approach to mental health counseling.
- Students will understand the roles, functions, and professional identity of mental health counselors.
- Students will understand the structure and operations of professional organizations, training standards credentialing bodies, and ethical guidelines of practice.
- Students will have a comprehensive understanding of all the professional issues of mental health counseling.
- Students will understand the legal and ethical issues that relate to mental health counseling.
- Students will understand the role of diverse factors at play in counseling all populations.
- Students will understand the principles of etiology, diagnosis, the DSM-5, treatment, referrals, and prevention.
- Students will understand the concepts of mental health education, consultation, outreach, and prevention strategies.

School Counselor M.S. Objectives:

- Students will understand the history, philosophy, and role of professional school counseling and the school counselor.
- Students will understand the role of diverse factors (e.g., sociocultural, demographic, and lifestyle diversity) in the development of the K-12 student.
- Students will understand legal and ethical issues that relate to counseling children.
- Students will learn program development, implementation, evaluation, coordination, and consultation knowledge and skills that may be effectively applied in the school.
- Students will develop knowledge of and a competence in the development of the child from a wellness and comprehensive perspective.
- Students will have a comprehensive understanding of all the professional issues of school counseling.
- Students will understand and be able to implement the American School Counselor Association's (ASCA) model of school counseling programs.

FACULTY AND STAFF

FACULTY:

James J. Colangelo, Psy.D., LMHC, LMFT, NCC, CCMHC, ACS – Associate Professor of Education.

Dr. Colangelo was awarded a Doctor of Psychology degree from California Southern University. He earned a Professional Diploma in mental health counseling and a post-graduate certificate in marriage and family therapy from Long Island University. He has a Master's Degree in school psychology from St. John's University and a Bachelor of Arts Degree in psychology from Manhattan College. Dr. Colangelo has over 35 years private practice experience as a psychotherapist with specialty areas in marriage and family therapy, mental health counseling and sex therapy. He is an AAMFT Clinical Fellow and Approved Supervisor and holds the NCC and CCMHC certifications from the National Board for Certified Counselors. Dr. Colangelo is also a Diplomate of the American Board of Sexology and is an ABS Board Certified Sex Therapist, Clinical Sexologist and Clinical Supervisor. In addition, he is a Diplomate and Certified Sex Therapist with the American Association of Sex Educators, Counselors and Therapist (AASECT). Dr. Colangelo also holds the Diplomate designation with the American Psychotherapy Association and is recognized as an Approved Clinical Supervisor by the Center for Credentialing and Education (CCE). Dr. Colangelo received the Long Island University 2010 David Newton Award for Teaching Excellence. Dr. Colangelo serves as the Secretary of the Board of Trustees of the Albert Ellis Institute.

Paul J. Ciborowski, Ph.D., LMHC, NCC - Associate Professor of Education

Dr. Ciborowski worked as a secondary school counselor and drug education coordinator before coming to LIU in 1989. He has received research grants to pursue his studies of single parent families. Results of these studies have appeared in refereed journals. Grants were also received to establish a counseling laboratory at LIU Brentwood and, most recently, to develop counseling models to combat youth gang violence. Dr. Ciborowski received the Professional Achievement Award from the American Mental Health Counselor's Association (AMHCA) and was recognized by LIU Brentwood as its Professor of the year in 1992 and 1997. He previously represented AMHCA on the National Committee for the Rights of the Child. His other interests include chairing a county Youth Board and serving on various LIU faculty committees. Dr. Ciborowski is also the LIU Brentwood Chapter advisor to Chi Sigma Iota.

Joseph Despres, Ed.D. – Assistant Professor of Education

Dr. Despres was awarded the Doctor of Education degree from Teachers College, Columbia University and a master's degree in school counseling from Long Island University. He served as a Secondary School Counselor for 25 years, and three years as the Chairman of the Counseling and Guidance Department in the Connetquot Public School system. Dr. Despres has over 30 years' experience teaching school counseling coursework, both as an adjunct and full-time faculty member at Long Island University. He is a past president of the New York State School Counselors Association and the Western Suffolk Counselors Association and served for 10 years as an Associate Editor for the *Journal of World Education*. Dr. Despres has over 20 years' experience as a Career Development Specialist and College and Career Consultant. He was the recipient of the 2008 Elizabeth "Fran" Riordan Award for Outstanding Commitment to Fostering Student Excellence. Dr. Despres is an active member of numerous professional counseling associations including the American Counseling Association (ACA), the American School Counselors Association, (ASCA) the New York State School Counselors Association (NYSSCA), and the Suffolk County Directors of Guidance Association (SCDGA).

Kathleen Keefe-Cooperman, Psy.D. – Associate Professor of Education

Dr. Keefe-Cooperman received her undergraduate degree in psychology from Rhode Island College, a Master's degree 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 University of Hartford. Dr. Keefe-Cooperman is a licensed NY State Psychologist who conducts psychological evaluations of children and adolescents. She taught as an adjunct for LIU before becoming Director of the Counseling Programs for LIU Rockland from 2004-2009. Dr. Keefe-Cooperman worked in the development of workshops and produced Annotated Bibliographies in the area of improving patient-physician communication related to oncology and general medicine. Her research in the areas of perinatal loss and breaking bad news has been published in peer-reviewed journals. In addition, she has served on the board of the Mental Health Association of Rockland County and was past Chair for the Geriatric Mental County Health Conference for Rockland.

Jonathan Procter, Ph.D., LMHC, LPC, CRC, NCC, ACS – Assistant Professor of Education

Dr. Procter was awarded his Ph.D. in Counselor Education and Supervision from Ohio University, and earned a master's degree in Behavior Analysis from Swansea University in the United Kingdom. He also earned his Bachelor's degree in Family Studies from Ohio University. Dr. Procter has extensive experience as a mental health practitioner working in both in-patient crisis intervention and outpatient community mental health settings. Most recently, he has served as the clinical director of counseling at Lamar University. Dr. Procter holds mental health counseling licensure in three states: New York, Texas and Ohio attesting to his dedication and commitment to clinical practice. Dr. Procter has published numerous book chapters and articles in professional journals and has presented at state, national, and international professional conferences on his research interests, which include: psychiatric rehabilitation; multiculturalism/multicultural counseling competencies; counselor education pedagogy; and the LGBTQ communities. Dr. Procter has worked extensively with both in-patient crisis intervention and outpatient community mental health settings. Most recently, he served as the clinical director of a community mental health facility in Southeast Texas. He earned his Bachelor of Science degree in Family Studies from Ohio University, his Master of Science in Behavior Analysis from Swansea University in Wales, and his Ph.D. in Counselor Education and Supervision from Ohio University. His research interests include counselor education pedagogy, psychiatric rehabilitation, multiculturalism/multicultural counseling competencies, and the LGBT communities.

Kristin Schaefer-Schiumo, Ph.D. – M.S., Ph.D. Fordham University, B.S. Cornell University.
Professor of Education

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-Schiomo 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 schools 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-Schiomo 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-Schiomo 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

June Ann Smith, Ph.D., LMHC, LMFT, NCC, LCSW-R, ACS – Andrews University; Yeshiva University. Associate Professor of Education.

Dr. Smith is **Chair of the Department of Counseling and Development**. She earned a Ph.D. in counseling and human services from Andrews University, Michigan. In addition, she holds an M.S.W. degree from Yeshiva University, New York. She served as an Assistant Professor in the Department of Counseling, Research, Special Education, and Rehabilitation, Hofstra University before coming to LIU Post. In addition, she was the Director of Educational Services at Grand Street Settlement, a Social Services Agency on the lower East side, Manhattan. She is a Licensed Mental Health Counselor, LMHC), a National Certified Counselor (NCC), a Licensed Clinical Social Worker, (LCSW) and a Licensed Marriage and Family Therapist, (LMFT).

Dr. Smith received the Long Island University **2005 David Newton Award for Teacher of Excellence**. She recently was awarded lifetime membership in the Madison Who's Who for Business professionals. Dr. Smith is co-host for the Television Series "Marriage in God's Hands," and "Families for heaven" aired on the Three Angels Broadcasting Network and Dish network. Dr. Smith is a member of the American Counseling Association, (ACA) the American Psychological Association, (APA), The American Mental Health Association, (AMHCA), and the Association for Counselor Education and Supervision, (ACES), and the Association for Spiritual, Ethical and religious Values in Counseling, (ASERVIC). She co-authored the books, "Why Good Relationships Go Bad: What to do About It," and "Jacob's Trouble: Implications for Family Dysfunctions." Dr. Smith runs a private practice and provides support for Children, Adolescents, Couples and Families. Facing mental health concerns and emotional distress. Her current research interests are: "*Transformational Learning Initiatives in Higher Education: Implications for Mental Health Training and Promoting Cultural Awareness through Global Travel Abroad Courses; Understanding Cyberspace Infidelity: Implications for Professional Counselors; Terrorism and Civil Unrest: Counseling Clients Facing Trauma and Loss*". Dr. Smith presents at couples, women's and family retreat national and internationally. She holds' workshops and seminars in local church communities confronting parenting challenges and best practices, building healthy families, understanding and coping with mental health disorders in the family. She chairs several doctoral dissertation committees in the Interdisciplinary Doctoral Program in the College of Education, Information and Technology at LIU.

Kim M. Tassinari, Ph.D. LPC, NCC NYSSC – Assistant Professor of Education

Dr. Tassinari holds a B.A. in child study from St. Joseph's College, an M.A. in school counseling from Fairfield University, and a Ph.D. in Counselor Education from Montclair State University. Dr. Tassinari is a licensed professional counselor (LPC) in the state of Connecticut and a Nationally Certified Counselor (NCC) through the National Board of Certified Counselors (NBCC). In addition, Dr. Tassinari holds school counselor certifications in New York State and Connecticut. She taught as an adjunct for Montclair State University and Western Connecticut State University before becoming an assistant professor of counseling and Chi Sigma Iota (Counseling Academic and Professional Honor Society) Zeta Omega Eta chapter faculty advisor at WCSU. Dr. Tassinari has presented at national conferences primarily on topics related to mental health and caregiving and served as co-chair for the Professional Standards Committee of the American Counseling Association. Dr. Tassinari continues to serve at the national level on the Association for Adult Development and Aging (AADA) Middle Adulthood Task Force, a division of ACA. Her dissertation research explored the lived experiences and meaning-making of adults caring for terminally ill parents and continues to work on studies related to caregiving, trauma, and gatekeeping practices in counselor education. She has written two book chapters, and recently co-authored a second book chapter on caregiving and women, which was published in Spring of 2020. Her research interests include Mental Health and School Counseling, Grief, Loss and Bereavement Adjustment, Traumatic Loss, and Eye Movement Desensitization and Reprocessing (EMDR) for PTSD and Complex Trauma.

PRACTICUM AND INTERNSHIP PLACEMENT STAFF

Dr. Kristin Schaefer Schiumo- Supervisor of Clinical Placement, (516-299-2244).

Professor Miriam McCormack, M.S., P.D., NCC – Clinical Placement Coordinator, (631-486-2735).

Professor McCormack worked for twenty-four years in the Hauppauge School District at both the Middle School and High School as a school counselor. She has been an adjunct professor for LIU since 2004.

PROFESSORS EMERITI

Daniel Araoz, Ed.D., LMHC, NCC, ACS, FACoP (ABPP) (former Chair of the Department)

B.A., M.A. Gonzaga University, M.S.T. University of Santa Clara; M.A., Ed. D., Columbia University

Melvin R. Heck, Ph.D., LMHC, NCC, ACS (former Chair of the Department)

B.A., University of North Dakota, M.B.A., Long Island University, Ph.D., Northwestern University

Andrew Scott McGowan, Ph.D., LMHC, NCC, ACS (former Chair of the Department)

B.S. University of Scranton; N.A. Niagara University; M.S., P.D., Ph.D., Fordham University

FACULTY EVALUATIONS

The faculty of the Department of Counseling and Development, including adjunct faculty, are evaluated in every course taught.

ENROLLMENT SERVICE COUNSELORS

Thomas Mitchell - Enrollment Service Counselor – LIU Post (516) 299-4211

Heather Delano – Enrollment Service Counselor – LIU Brentwood (631) 287-8507

SECRETARIAL STAFF/PHONE NUMBERS

LIU Post

Carol Soucie 516-299-2244

LIU Brentwood

631-287-8500

CAMPUS ADDRESSES

LIU Post

720 Northern Boulevard, Library 320, 2nd Floor
Brookville, NY 11548

LIU Brentwood

1001 Crooked Hill Road
Brentwood, NY 11717

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	744-6778	
Enrollment Services	2323	2338
Library		
Acquisitions	2835	2339
Circulation	2303	2304
Periodicals	2872	2873
Reference	2305	
Reserve Desk	2303	
Registrar	2588	2589

Full-time Faculty

(All extensions are preceded by 299, if dialed from off campus)

James Colangelo, Psy. D.	3674
Paul Ciborowski, PhD.	3430
Joseph Despres, Ed.D.	6652
Kathleen Keefe-Cooperman, Psy.D.	2133
Kristin Schaefer-Schiumo,	3681
June Smith, PhD., Chair	4109
Kim Tassinari, PhD.	4117

College of Education, Information and Technology:

(All extensions are preceded by 299 if dialed from off campus)

Enrollment Service	
Counselor: Thomas Mitchell	
/Lorraine Tejpal	4409
Certification Office	2870
Counseling &Development	2244

LIU Brentwood Extension Center

Admissions	631-287-8500
Library	631-287-8500
Main Office	631-287-8500

ADMISSIONS REQUIREMENTS

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

- Undergraduate Grade Point Average (G.P.A) 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 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

In order for a student to be considered for admission into our program in each semester, all documentation must be received and placed into the applicant's folder for inspection by the Chair and/or Department faculty by the following deadlines:

Spring semester: January 10 (Clinical Mental Health Counseling and School Counseling)
Summer semester: April 30 (Clinical Mental Health Counseling)
Fall semester: August 20 (Clinical Mental Health Counseling and School Counseling)

REQUIRED – STUDENT LIABILITY INSURANCE

Student 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 of our students purchase the required additional individual insurance through the Healthcare Providers Services Organization (HPSO).** 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, therefore 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 Enrollment Service Counselor with proof of liability insurance at the initial registration for the program. For each subsequent registration, the student must continue to provide proof of liability coverage.

REQUIRED – STUDENT HEALTH INSURANCE

The University requires that certain categories of students maintain health insurance while attending the University. This applies to **Clinical Mental Health Counseling majors.**

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>.

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 indicated above.

TRANSFER OF CREDITS POLICY

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.

WAIVERS

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.

TIME LIMIT

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.

ACADEMIC STANDARDS

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 is not allowed during class time.

Faculty will correspond with students only using the LIU email accounts. Students are required to check their LIU email accounts regularly as this will be the mode of electronic communication between students and faculty members.

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".

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 incomplete (INC) course, a grade of (I) is retained on the student's transcript along with the final earned grade and the date. A student has until the end of the following semester to make up incomplete coursework. Students who receive a grade of Incomplete 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 pre-requisite course. ***Documentation in support of the extenuating circumstances must be provided.***

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.



CEIT

Incomplete Grade Agreement – GRADUATE COURSE

I, _____, have earned a Grade of Incomplete (“INC”) in the following Course:
(Student Name)

Course: _____ Semester Taken: _____

THE TERMS OF THE AGREEMENT ARE:

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. A student has until the end of the following semester to make up incomplete coursework.

2. 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):

3. Accordingly, the work for the course(s) listed above will be completed by me by the end of the following semester: (all work must 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):

Fall 20_____ Spring 20_____

4. The work to be completed includes:

5. In the event that the work cannot be completed in this time frame due to extenuating circumstances such as illness or significant personal hardship, I understand that I must submit a **written request for an additional extension**, with additional documentation, to my instructor ten (10) days before the end of the term listed in #3 above. This extension request must be approved by the faculty, department chairperson 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 #3 above and an extension has not been granted.

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

Student signature/date

Faculty signature/date

Chairperson Approval: _____ **Date:** _____

Dean Approval/Date: _____ **Date:** _____

POLICY ON ABSENCES/LATENESS

The department's policy with respect to absences or lateness to class is articulated below:

- Students who miss 2 classes in a course will have their grade lowered by ½ letter.
For example: Students who earned a grade of B will receive a grade of C+ for the course.
- Students who miss 3 to 4 classes will have their grade lowered by one full letter.
For example: Students who earned a grade of B will receive a grade of C for the course.
- **Students who miss 5 classes will fail the course.**
- Lateness counts as ½ absence at the discretion of the faculty teaching the course.

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 to be condemned in the strongest terms possible, on moral, 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 annotated and/or footnoted in any submitted work. Failure to do so is a form of cheating and is also illegal. This means that the student could be in jeopardy of being expelled from the Department and/or University, depending upon the extent and scope of the situation.
- Copying other student's 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 copied from a published text/or another student's paper. Such cheating will result in an automatic failure on the assignment and the failing grade much be factored into the final grade assessment. Faculty have the prerogative to fail the student in the course for such cheating. The final decision must be made by the Student Retention and Review Committee with the specific faculty member's recommendation weighted heavily.
- The Department faculty are concerned with the current trend of students using papers for more than one course. Students should not be submitting work completed for a previous or simultaneous course without the expressed permission of the current professor. Faculty who feel that papers handed in do not reflect the writing style of the student or are plagiarized from a textbook should refer their concerns to the Chair. Faculty who suspect cheating or plagiarism by a student must refer the student to the Student Retention and Review Committee.
- Cheating and plagiarism are not tolerated by the Department or the University and students are required to accept the consequences of their behavior.
- **Students are prohibited from using any type of electronic media during examinations such as: cell phones (texting), iPads, computers. Etc.**

RESEARCH PAPERS

Given the extreme consequences involved in any type of plagiarism, it is critical that students be aware of the proper way of annotating submitted work on a graduate level. To help prevent plagiarism, the Department requires that students follow the American Psychological Association (APA) guidelines for publication whenever submitting research papers or other written materials, unless otherwise instructed. **The department highly recommends that all students purchase a copy of the most recent edition of the publication manual of the American Psychological Association, or the most recent edition of the Concise Rules of APA Style at the beginning of graduate studies.** This resource will be extremely valuable throughout students' graduate careers as most courses, if not all, require writing professional papers. It will also guarantee that students will not plagiarize work, either deliberately or accidentally.

ACADEMIC APPEAL PROCEDURE

The following academic appeal procedure has been established for students with regard to challenging a final grade for a particular course.

Appealing the Final Grade for a Course

In the event that a student wishes to challenge or appeal the final grade given for a course, the student must first address the matter with the specific faculty member involved. If there is no resolution at this stage, the student is to provide a written rationale and copies of all course requirements, papers, tapes, and or other graded materials as appropriate to the Chair of the Department of Counseling and Development. If resolution is still not achieved, the student may then appeal to the Dean, College of Education, Information and Technology, within a specific time frame.

DISABILITIES SUPPORT STATEMENT

In compliance with the Americans with Disabilities Act of 1990 and 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 Learning Support Center at 516-299-3057 so that steps can be taken 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 Marie Fatscher in Disability Support Services (Post Hall, Lower Level, C10) at 516-299-3057 or 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.

The Center for Healthy Living offers supportive psychological and nutritional services Monday – Friday 9 am to 5 pm 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 Lynne Schwartz at (516) 299-4162.

In addition, the University has a detailed reopening plan. LIU's reopening plan is evidence-based, sound, and fundamentally guided by both expert advice and the educational needs of our students. To view the University's reopening plan, [click here](#).

While students are expected to attend classes in-person, alternative means of remote learning will be offered to any student who is unable to return. If a student is unable to return to campus or requires additional accommodations, they are asked to contact the Office of Student Services by reaching out to Dr. Michael Berthel at Michael.Berthel@liu.edu

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.

COURSES IN COUNSELING AND DEVELOPMENT

The overwhelming majority of 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 Blackboard. 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 and 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 and 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. Pre-requisites: 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. Pre-requisite: 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, Vygotsky 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 pre requisite or co requisite 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. Pre-requisites or co-requisites: EDC 601 or 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 654 Introduction to Addictions Counseling (Elective)

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 familiarize 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 covered 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. Pre-requisite: 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. Pre-requisite 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.

Pre-requisite: 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.

Pre requisite or co requisite of EDC 601 or 602, EDC 615. 3 credits, Fall and Spring.

EDC 669 Counseling Practicum (CMHC and SC)

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 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 seminar 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. Pre-requisite: EDC 668; Pre-requisite or Co-requisite: 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.

Pre-requisites: EDC 669; Pre-requisite or Co-Requisite 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. Pre-requisites: 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. Pre-requisite 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.
Pre-requisites: EDC 669, 659; Pre-requisite or Co-requisite: 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. Pre-requisite: 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, PRE-REQUISITES AND 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 pre-requisites. 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 Service Counselor.

Students are advised to carefully study the pre-requisites 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 pre-requisites, 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.

LIU
Department of Counseling and Development

School Counseling Sequence (This will Change to 60 Credits by 2023).

Fall

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

12 credits

Spring

EDC 659 3 credits
EDC 669 6 credits
EDC 687 3 credits

12 credits

Summer Optional semester

Elective 3 credits

Fall

EDC 670 3 credits
EDC 676 3 credits
EDC 690 3 credits
EDC 702 3 credits

12 credits

Spring

EDC 613 3 credits
EDC 614 3 credits
EDC 691 3 credits
Elective 3 credits

12 credits

Total credits 48
(includes one elective – 3 cr.)

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.

Culminating Experience

All students in the Counseling Programs are required to take and pass a Comprehensive Examination in order to advance as a candidate for graduation. Students will take the Comprehensive Examination the semester before the one in which they will graduate. Each candidate is expected to register for the exam by downloading the registration **Form** from the Department's website. The completed Form should be submitted to Carol.Soucie@liu.edu three weeks before the due date. The exams are given each semester. Watch for announcements of dates and specifics.

The exams are given each semester. Watch for announcements of dates and specifics.

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.

Note: Upon completion of 12 credits, all 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.

LIU
Department of Counseling and Development

Clinical Mental Health Counseling Sequence

Fall

EDC 601 3 credits
EDC 610 3 credits
EDC 614 3 credits
EDC 615 3 credits

12 credits

Spring

EDC 668 3 credits
EDC 676 3 credits
EDC 687 3 credits
EDC 702 3 credits

12 credits

Summer Optional semester

Elective 3 credits
Elective 3 credits

Fall

EDC 608 3 credits
EDC 616 3 credits
EDC 669 6 credits

12 credits

Spring

EDC 611 3 credits
EDC 613 3 credits
EDC 660 3 credits
EDC 683 3 credits

12 credits

Summer or Fall

EDC 684 3 credits
Elective 3 credits

Total credits 60

(includes 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.

Culminating Experience

All students in the Counseling Programs are required to take and pass a Comprehensive Examination in order to advance as a candidate for graduation. Students will take the Comprehensive Examination the semester before the one in which they will graduate. Each candidate is expected to register for the exam by downloading the registration **Form** from the Department's website. The completed Form should be submitted to Carol.Soucie@liu.edu three weeks before the due date. The exams are given each semester. Watch for announcements of dates and specifics.

The exams are given each semester. Watch for announcements of dates and specifics.

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.

Note: Upon completion of 12 credits, all 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.

LIU
Department of Counseling and Development

(CASAC – T Sequence)

Fall

EDC 601 3 credits
EDC 610 3 credits
EDC 614 3 credits
EDC 615 3 credits

12 credits

Fall

EDC 608 3 credits
EDC 654 3 credits
EDC 669 6 credits

12 credits

Spring

EDC 668 3 credits
EDC 676 3 credits
EDC 687 3 credits
EDC 702 3 credits

12 credits

Spring

EDC 611 3 credits
EDC 657 3 credits
EDC 660 3 credits
EDC 683 3 credits

12 credits

Summer Optional semester

Elective 3 credits

Fall

EDC 613 3 credits
EDC 616 3 credits
EDC 684 3 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.

Culminating Experience

All students in the Counseling Programs are required to take and pass a Comprehensive Examination in order to advance as a candidate for graduation. Students will take the Comprehensive Examination the semester before the one in which they will graduate. Each candidate is expected to register for the exam by downloading the registration **Form** from the Department's website. The completed Form should be submitted to Carol.Soucie@liu.edu three weeks before the due date. The exams are given each semester. Watch for announcements of dates and specifics.

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.

***Note:** Upon completion of 12 credits, all 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.*

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

DEPARTMENTAL CORE COURSES REQUIRED OF ALL STUDENTS

<u>Course #</u>	<u>Title</u>	<u>Credit Hours</u>
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 <i>Co-requisite EDC 601)</i>	3 cr.
EDC 615	Theories of Counseling <i>(Pre-requisite or co-requisite: EDC 601)</i>	3 cr.
EDC 668	Counseling Pre-Practicum <i>(Pre-requisites or co-requisites: EDC 601, 615)</i>	3 cr.
EDC 669	Counseling Practicum <i>(Pre-requisite: EDC 668; Pre-requisite or Co-requisite EDC 610)</i>	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 <i>(Pre-requisites: EDC 610, 615)</i>	3 cr.
EDC 611	Evidence Based Treatment Planning in CMHC <i>(Pre-requisite: EDC 608)</i>	3 cr.
EDC 616	Family Counseling <i>(Pre-requisite: EDC 615)</i>	3 cr.
EDC 660	Practicum in Psych. Testing for Counselors <i>(Pre-requisite: EDC 601)</i>	3 cr.
EDC 683	Clinical Mental Health Counseling Internship I (300 hrs.) <i>(Pre-requisite: EDC 669; Pre-requisite or Co-requisite: EDC 601,608, 687)</i>	3 cr.
EDC 684	Clinical Mental Health Counseling Internship II (300 hrs.) <i>(Pre-requisites: EDC 683)</i>	3 cr.
ELECTIVE		3 cr. **
ELECTIVE		3 cr. **
ELECTIVE		<u>3 cr. **</u>
TOTAL		60 cr.

Culminating Experience

All students in the Counseling Programs are required to take and pass a Comprehensive Examination in order to advance as a candidate for graduation. Students will take the Comprehensive Examination the semester before the one in which they will graduate. Each candidate is expected to register for the exam by downloading the registration **Form** from the Department's website. The completed Form should be submitted to Carol.Soucie@liu.edu three weeks before the due date. The exams are given each semester. Watch for announcements of dates and specifics.

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.

Note: Upon completion of 12 credits, all 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.

PROGRAM REQUIREMENTS FOR THE MASTER'S DEGREE
SCHOOL COUNSELING (SC)

DEPARTMENTAL CORE COURSES REQUIRED OF ALL STUDENTS (This will Change by 2023 to 60 credits) as per NYS Laws

<u>Course #</u>	<u>Title</u>	<u>Credit Hours</u>
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 (<i>co-requisite: EDC 602</i>)	3 cr.
EDC 615	Theories of Counseling (<i>Pre-requisite or co-requisite: EDC 602</i>)	3 cr.
EDC 668	Counseling Pre-Practicum (<i>Pre-requisites or co-requisites: EDC 602, 615</i>)	3 cr.
EDC 669	Counseling Practicum (<i>Pre-requisite: 668; Pre-requisite or Co-requisite: EDC 610</i>)	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 (<i>Pre-requisite: EDC 602</i>)	3 cr.
EDC 670	Educational Tests and Measurements	3 cr.
EDC 690	School Counseling Internship I (300 hrs.) (<i>Pre-requisites: EDC 669; Pre-requisite or Co-requisite EDC 614, EDC 687, 659</i>)	3 cr.
EDC 691	School Counseling Internship II (300 hrs.) (<i>Pre-requisite: EDC 690</i>)	3 cr.
ELECTIVE		<u>3 cr.</u>

TOTAL **48 cr.**
 (The School Counseling Program will change to 60 credits by 2023)

Culminating Experience

All students in the Counseling Programs are required to take and pass a Comprehensive Examination in order to advance as a candidate for graduation. Students will take the Comprehensive Examination the semester before the one in which they will graduate. Each candidate is expected to register for the exam by downloading the registration **Form** from the Department's website. The completed Form should be submitted to Carol.Soucie@liu.edu three weeks before the due date. The exams are given each semester. Watch for announcements of dates and specifics.

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.

Note: Upon completion of 12 credits, all 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.

PRACTICUM AND INTERNSHIPS

PRACTICUM AND INTERNSHIP 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 Carol.Soucie@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 pre-requisites or co-requisites 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 FOR AND PROCURING A PRACTICUM OR INTERNSHIP SITE PLACEMENT

Please note that all Cooperating Counselors must have a minimum of three years 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 so because of the unique needs of each student (e.g., geographic location, work requirements, family responsibilities, etc.). Indeed, finding, selecting and obtaining an appropriate site placement is a tremendously enriching experience because it can be considered to be 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, (631) 486-2735; Miriam.McCormack@liu.edu

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

SIGNIFICANCE OF THE PRACTICUM EXPERIENCE

Practicum students in EDC 669, Counseling Practicum, as noted, must successfully complete 100 hours, to wit: sixty (60) hours of observation, interaction, and supervision on-site, thirty (30) hours of direct service to clients at that site, and ten (10) hours provided to non-site clients. With on-site clients, practicum students are to document and describe each individual and group counseling experience, which is to be shared with both the cooperating counselor and the University professor. Off-site clients are to be audio or video taped and these tapes are presented to the University professor. Practicum students in EDC 669 meet in group seminar with the University professor every week. In addition, the University professor provides an hour of individual or triadic supervision, the time for which is built into this six (6) credit course.

SIGNIFICANCE OF THE 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 pre-requisites (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 in such a way that when the student commences the internship experience, he/she is primed 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, and 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. These individuals are very important to the intern's success and both want to provide the best possible professionally enhancing internship experience. The intern must also learn to interact professionally with the cooperating counselor and the other professional counselors present. A passive counseling intern will be perceived as ineffective and needy. The intern must actively seek the type of experiences needed for growth and training, so professional assertiveness is necessary. Conversely, aggressive behavior must be avoided at all costs. Interns should also dress in a professional manner and comport themselves in an ethical and professional way at all times.

Home Visitations

If interns are expected to do home visitations as part of their internship experience at the agency the Department requests that the site supervisor 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 fact 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 has to 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.

Department of Counseling and Development

Policy for accruing hours between Internships

- 1) Students who are **required** to provide counseling services at a site between internship classes 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**. They cannot be accrued at different sites.
- 3) Students will have to submit **in writing to the Chair** confirmation from their site supervisor that they are required to provide continuing counseling services between the internship classes. The confirmation should be provided as soon as possible during the semester.
- 4) This may be done **via an email** from the site supervisor to the Chair.
- 5) If given approval by the Chair, the student is required to submit a **signed Permission Form and Supervisor Contract** to their University professor.
- 6) The maximum hours that will be allowed is **50**. Those hours will be counted toward the Internship11 class required hours.
- 7) University supervision of the student between the internship classes will be provided by the **internship 1 professor** who will provide supervision and University oversight during the accrual of the 50 hours.
- 8) Students must submit their weekly logs and supervision verification forms **on a timely basis and completed appropriately each week** to the University professor.
- 9) **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.
- 10) CACREP does not allow accrual of hours between practicum and internship 1 classes.

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 Counselors only)

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 to read as follows:

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 course work 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).

DASA WORKSHOP “DIGNITY FOR ALL STUDENTS ACT”

(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).

REQUIRED FINGERPRINTING FOR 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>

NEW YORK STATE CERTIFICATION FOR SCHOOL COUNSELORS

Upon successful completion of our 48-credit Masters of Science degree to date, (this will change to 60 in 2023), at LIU Post and LIU Brentwood Extension Center, students will receive Provisional Certification up until 2023. With two years experience as a school counselor and the required additional 12 credits, Initial/Professional Certification is granted by the New York State Education Department. Graduates who have taken additional credits can use these courses for professional development and, of course, for salary increments in the school district in which they work.

Transition Leading to Changes in 2023

Programs currently registered to lead to Provisional school counseling certification may continue to be offered until February 1, 2023 in order to allow candidates, enrolled in these programs prior to the fall 2021 semester, to complete requirements for Provisional certification. Institutions must ensure that candidates enrolled in programs that lead to Provisional certification meet all requirements and apply for Provisional certification by February 1, 2023. The Provisional School Counselor certificate will no longer be issued after February 1, 2023.

Programs currently registered to lead to Permanent school counseling certification ONLY may remain registered after February 1, 2023. These programs may remain registered so that candidates holding valid Provisional school counseling certification will continue to have a pathway to Permanent certification. These programs may remain registered until the NYS Department determines that Permanent certificates in school counseling will no longer be issued. (Programs that currently lead to both Provisional and Permanent certification can be changed to lead to Permanent certification only.

The Internship certificate will continue to be an option. Commissioner's Regulations §80-5.9 allow candidates enrolled in registered programs leading to certification in school counseling to apply to the Department for an Internship certificate upon completion of at least one-half of a program's semester hour requirement. The Internship certificate will be issued only to candidates: 1) enrolled in registered programs; 2) under appropriate supervision; and 3) for a non-renewable two-year term.

CERTIFICATION APPLICATION INSTRUCTIONS

For certification application instructions please refer to the College of Education website:
<http://ceit.liu.edu/Certification/Cert.html>

CULMINATING EXPERIENCE - PROGRAM EXIT REQUIREMENT

Comprehensive Examination

The Comprehensive exam will be 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 cut off score for the Comprehensive exam will be determined by the department faculty. Dates, times and locations will be posted on the department's website: <http://ceit.liu.edu/CSD/CounsDev.html>.

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

The examination consists of multiple-choice questions per core area. Students will receive scores in each of the core areas. Any student who takes the NCE and passes it, will meet the Department's exit requirement. If a student chose to take the NCE during the semester of their graduation they must make certain they do so early in the semester to ensure the department receives their score on time for graduation. Information on the NCE can be obtained on the NBCC website.

Failure of the Exam

Students who fail the exam must retake the following semester in order to graduate. A subsequent failure will delay graduation. The student will be required to take a written examination developed by the Department that is based on the CACREP eight -common core subject area. Students who are notified of a second unsuccessful attempt will be required to take the Departmental written exam. Failure to pass the Departmental Exam will delay graduation.

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.

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.

STUDENT EVALUATIONS

- **Interim Assessment**

Upon completion of 12 credits, all 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 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 in the field site. Keen attention is given to the integration of theory into practice, the conceptualization of case presentation, the appropriate use of boundaries, the disposition of the student, the use of feedback, the level of competencies attained, the display of ethical and professional behavior and much more. It is in these courses that students are able to observe professional counselors at work, while they hone new skills, and develop confidence in their professional practice in training.

STUDENT RETENTION AND 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, the American School Counselors Association and the American Mental Health Counselors Association. 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 (R&R) 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 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.

NATIONAL BOARD FOR CERTIFIED COUNSELORS (NBCC)

National Certification in Professional Counseling

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.

NCE Examination

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 are able to 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 the two years experience because NBCC grandfathers back one year. Graduates 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.

Any student who takes the NCE and passes will meet the Department's exit requirement. If a student chose to take the NCE during the semester of their graduation they must make certain they do so early in the semester to ensure the department receives their scores on time for graduation.

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.

Continuing Education

To remain in good standing and to retain your NCC, each holder is required to update his/her 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 Carol.Soucic@liu.edu, departmental secretary, at 516-299-2244, or Dr. June-Ann Smith, Chair, at Juneann.smith@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 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.

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 3000 post master’s experiential hours required for licensure. They will also be eligible to file an application with NYS 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.

Admission 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:

- Master's Degree in School Counseling or other related counseling degree from a regionally accredited institution.
- Transcript review
- Departmental Interview (May be waived by the Chair of the department)

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.

CASAC-T Requisite Course Work

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

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
- (ASCA) American School Counselor 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.

There are three local chapters of ACA on Long Island and one in New York City.

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 directors
- 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 by: <mailto:NYMHCA2@optonline.net>
or 1-800-4-NYMHCA

LIU POST AND LIU BRENTWOOD EXTENSION CENTER PROFESSIONAL COUNSELING ORGANIZATION

Chi Sigma Iota

LIU for many years had a Chapter of Chi Sigma Iota, the Counseling Academic and Professional Honor Society International, Inc. There are high standards for admission, including evidence of academic excellence, leadership, and professional involvement. These standards are meant as a challenge for all students in graduate programs to develop and grow; they are not meant to exclude, but to encourage excellence and professional involvement. The purpose of Chi Sigma Iota is to promote scholarship, research, professionalism, and excellence in the field of counseling. This is accomplished not only through workshops and seminars, mentoring, and professional 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. These students have distinguished themselves through scholarship and professional excellence. The **Lambda Iota Upsilon** Chapter resides on the Post campus, and the Chapter Faculty Advisors are Dr. Jonathan Procter, and Dr. June Ann Smith. The **Lambda Iota Beta** Chapter resides on the Brentwood Campus, and the Chapter advisors are Dr. Kim Tassinari, and Dr. June Ann Smith. Each year students who are eligible will be inducted in their respective chapters.

Application Procedure

In order to join Chi Sigma Iota, go to the CSI website at www.csi-net.org. There is a menu column on the left side of the homepage. From this menu column, click on the "Application" link. The instructions explain how to join online.

LIU POST
GRADUATE FINANCIAL AID

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

LIU BRENTWOOD EXTENSION CENTER
GRADUATE FINANCIAL AID

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

**POLICY FOR RECOMMENDATION 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.

CENTER FOR HEALTHY LIVING

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:

Stress
Relationship issues including family and friends
Anxiety and depression
Date rape and sexual assault
Grief/Loss
Adjusting to college life
Alcohol and other drug issues
Body image and disordered eating
Health issues/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 5pm. For medical emergencies, contact Public Safety at 516-299-2222.

REQUIREMENTS/EVENTS/DEADLINES

- **Admissions Application Deadlines** – See page 17
- **Meeting with Enrollment Service Counselor** - by appointment
- **Interim Assessment** – meet with faculty advisor by appointment
- **Liability Insurance** – it is required that students carry liability insurance in addition to the insurance provided by the university
- **Health Insurance** – all clinical mental health counseling students must have health insurance
- **Graduation** – Ceremony is held at LIU Post in May – students must file a degree application on line the semester before graduation.

POLICIES AND ETHICS

ETHICAL STANDARDS OF THE AMERICAN COUNSELING ASSOCIATION

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*** 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*.

Students should be familiar with these guidelines found in the American Counseling Association's ***Code of Ethics and Standards of Practice***.

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 PROGRAM/STUDENT OUTCOMES

COUNSELING PROGRAM/STUDENT OUTCOMES CAN BE ACCESSED AT THE FOLLOWING LOCATIONS:

UNDER THE ACCREDITATION TAB FOR OUR CMHC PROGRAM AT:

HTTPS://LIU.EDU/POST/ACADEMICS/~~/LINK.ASPX?_ID=85A90364D3254691BC023D48917AE0B0&_Z=Z

UNDER THE ACCREDITATION TAB FOR OUR SCO PROGRAM AT:

HTTPS://LIU.EDU/POST/ACADEMICS/~~/LINK.ASPX?_ID=85A90364D3254691BC023D48917AE0B0&_Z=Z

Counseling Program/Student Outcomes can be accessed at the following locations:

Under the accreditation tab for our CMHC program at:

https://www.liu.edu/CWPost/Academics/College-of-Education-Information-and-Technology/Academic-Programs/~~/link.aspx?_id=85A90364D3254691BC023D48917AE0B0&_z=z

Under the accreditation tab for our SCO program at:

https://www.liu.edu/CWPost/Academics/College-of-Education-Information-and-Technology/Academic-Programs/~~/link.aspx?_id=6F282F99340F4977A4E2F659C9AE9D46&_z=z