

Queens College, CUNY, Division of Education
Department of Educational & Community Programs

Graduate Programs in Counseling

Mental Health Counseling (MS) &

School Counseling (M.S.Ed)

STUDENT HANDBOOK (Fall 2022)

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INTRODUCTION

Welcome!

I am very pleased to welcome you to the Mental Health and School Counseling Graduate Programs at Queens College. Our Graduate Programs are designed to prepare you with the knowledge, skills, and competencies to provide culturally-informed and compassionate services that meet the needs of the diverse populations you will serve as counseling professionals. Throughout your learning experience with us, you will be challenged to engage in a process of self-exploration and reflection that will inform your personal and professional development. Our faculty and affiliate faculty members bring a vast collection of real-world experiences that informs their teaching, and you will find that we are passionate about the work we do and we expect no less from you. The workload will be demanding and at times you may face challenges balancing your studies with employment, family, and personal responsibilities. I know that I speak for all our faculty when I say that we are here to support you and advance your professional development. We look forward to assisting you in becoming the professional counselors you aspire to be. I hope that you are ready to learn and be fully engaged in this learning process.

Sincerely,

David P. Rivera,
Program Coordinator
Division of Education, Queens College CUNY

Mission Statement

The Queens College counseling programs prepare individuals to practice counseling as culturally sensitive professionals in schools and mental health settings. Our goal is to educate our candidates on the knowledge and skills specified by current preparation standards and best practices in the counseling profession. Our candidates will demonstrate their mastery in counseling by applying the professional knowledge and skills in their work with individuals, families, and organizations. Grounded in a social justice framework, our candidates will engage in ethical counseling practice, that promote the social and emotional wellbeing of those they serve. Our graduates are prepared to meet the New York State guidelines that meet the school counseling certification and mental health counseling licensure expectations.

Program Objectives

The Queens College Counselor Education program objectives reflect current knowledge from counseling and the development needs of a multi-ethnic, culturally and linguistically diverse society. The program objectives reflect input from program faculty, current and former students, and personnel in cooperating agencies. Objectives are directly related to program activities and are routinely assessed and updated.

The program objectives are:

- To develop candidates who demonstrate professional counseling identities and who understand the importance of ethical practice and the influence of self-awareness in counseling.
- To develop candidates who demonstrate multicultural competencies and engage in advocacy and social justice practice.
- To develop candidates who demonstrate knowledge of current research and utilize empirically based counseling approaches, individual and group counseling skills, and assessment methods.
- To develop candidates who demonstrate developmentally informed knowledge and skills specific to school or mental health counseling.

Basic Information

This Student Handbook is meant as a guide for matriculated students and outlines some of the procedures and structures of the counseling programs. The Queens College Graduate Bulletin contains official policy that pertains to all students and should also be

used as a reference. The Graduate Programs in Counseling are two of five graduate programs in the Department of Educational & Community Programs, which is in the School of Education. The other three Programs in the Department include School Psychology, Special Education, and Educational Leadership.

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Professional Counseling

Professional counseling consists of establishing therapeutic relationships when working with individuals, groups, and systems in need of assistance to facilitate personal, interpersonal, and ecological change. Counselors engage in a variety of activities such as individual counseling, group counseling, consultation, assessment, psychoeducational services, research, program evaluation, organizational/systemic interventions, crisis interventions, guidance, supervision, advocacy, and referrals. Counseling is a profession that requires practitioners to conduct themselves in an appropriate and ethical manner with respect for individual rights and human dignity. Flexibility and sensitivity to cultural diversity, including ethnicity, race, gender, sexual orientation, religion, nationality, language, and disability, are essential.

The profession of counseling is a multi-dimensional discipline that has traditionally focused on several areas such as: (1) the facilitation of human development, career development, assessment and career decision making, (3) remediation of psychiatric and other types of disorders, (4) psychoeducational interventions, (5) primary, secondary and tertiary prevention, (6) promotion of mental health and well-being, (7) crisis intervention, (8) consultation for systemic and ecological change, (9) promoting multicultural sensitivity and (10) advocacy and social justice. Counselors work from a resiliency, strength-based perspective that draws upon personal, family and community resources with the aim to facilitate adjustment during transitional phases and promote optimal development. Counselors typically work in schools, hospitals, clinics, agencies, substance abuse rehabilitation programs, colleges, government facilities, nonprofit institutions, and private practice.

It is part of the counselor's professional responsibility to advocate for the profession through the education of students, clients, staff members, other professionals, administrators, and the public about the role and function of professional counselors. It is important as counselors-in-training for you to develop a professional identity.

To accomplish the tasks of advocating for the profession and providing effective professional counseling services it is essential that:

- The counselor adheres to ethical principles of conduct and is mindful of professionalism.
- The counselor has developed their own sense of professional identity and is clear about the roles, functions, and scope of the profession; a primary way of attending to professional identity is through membership in various counseling associations, attending conferences, and remaining active in local (as well as regional and national) activities.
- The counselor works in a thoughtful manner by applying psychological principles to understand complex dynamics of human behavior and promote positive change.
- The counselor has a well-integrated personality, a highly developed sense of self-awareness, empathy, interpersonal sensitivities, sound judgment, flexibility, and creativity.

DESCRIPTION OF PROFESSIONAL TRAINING PROGRAM

Teaching Philosophy

The Queens College Graduate Programs in Counseling provide preparation for professional counselors to work in a variety of educational and clinical settings. The professional training is demanding. Candidates are expected to develop basic and advanced competencies in various areas. Critical thinking and insight are essential. Students will be challenged to expand their ways of thinking and to develop different perspectives. Both personal maturity and academic sophistication are required.

The program emphasizes the acquisition of theoretical *knowledge*, the development of clinical *skills*, and the expansion of *self-awareness*. These three components: knowledge, skills, and awareness, are the threads of the whole training process and are addressed to varying degrees in each course. It is necessary for the candidate to not only learn concepts but to be able to apply such knowledge in various contexts. Candidates must demonstrate the effective application of individual and group counseling skills, as well as assessment, research, consultation, and evaluation skills. The self-awareness component consists of the ability to be flexible in thinking, personally reflective, emotionally sensitive, and tolerant of ambiguity, as well as having a positive attitude.

The fieldwork component is an important aspect of the training. The purpose of the field-based experiences is to provide candidates the opportunity to practice skills, to apply the theoretical and conceptual material studied in the lecture courses, and to begin to formulate an integrated, empirically sound approach to counseling. Candidates are expected to be responsible for, and actively involved in their own learning process.

Course Requirements & Sequence

The Counseling Programs include three types of courses: didactic lectures, experiential labs, and supervised fieldwork experiences (practicum and internship). *Lecture classes* focus on knowledge bases and theoretical frameworks. They usually involve interactive discussions and small group activities. *Labs* are conducted in smaller groups, are experiential in nature and involve various types of activities aimed at skill development. The first fieldwork course, *Practicum*, is an intensive integrative learning experience that requires fieldwork hours at an approved school or agency site. The coursework consists of lecture, labs, and supervision in the same class. The second type of fieldwork course, *Internship*, involves placement at approved school or agency sites. The on-campus supervision component includes weekly group and individual meetings with an on-campus faculty supervisor. In both courses candidates receive supervision from both on-site and on-campus supervisors. Candidates are expected to remain at their fieldwork sites for the duration of the semester/s for which they are enrolled in the course/s.

There are three levels of training in the graduate program. Each level has multiple content areas that cover the broad base of knowledge and skills required of counselors. *Promotion to a level is contingent on satisfactory completion of key*

components in the previous level. Due to the scheduling of classes, there will be overlap in the sequence (see appendix for specific program tracks). Thus, some courses from one level may be taken in the same semester as courses in another level. However, major criteria (as outlined below) must be met in each level to begin the next level of clinical field-based training.

Level I: BASIC

Foundational Theories & Skills (15 credits)

- 700 Foundations of School Counseling
or 811 Foundations of Mental Health Counseling
- 701 Lab in Self-Awareness (taken concurrently with 700 /811)
- 702 Theories of Human Development
- 703 Lab in Individual Counseling Techniques (taken concurrently with 704)
- 704 Counseling Theories

Level II: INTERMEDIATE

Pre-internship Preparation, Social Basis of Behavior, & Assessment (15 credits & 4 practicum credits)

- 721.4 Practicum in Mental Health Counseling (pre /co-requisite 708)
or 729.4 Practicum in School Counseling
- 706 Theories of Group Dynamics & Social Systems
- 707 Lab in Group Counseling Techniques (prerequisite 706)
- 803 Multicultural Issues in Counseling
- 804 Assessment in Counseling or
- 805 Assessment Methods in School Counseling
- 800 Career Development & Assessment or
- 815 Career Development and Assessment in School Settings

Level III ADVANCED

Specialty Concentration, Research, & Internship (15 Advanced credits, 3 Research credits, 8 internship credits)

Specialty concentration for School Counseling

- 802 Clinical and Contextual Topics in School Counseling
- 806 Administration & Organization of School Counseling Programs
- 808 Child & Adolescent Counseling
- 809 Learning & Motivation in School Counseling
- 807 Research Methods in Counseling
- 810 College & Career Readiness

Specialty concentration for Mental Health Counseling

708 Ethics, Clinical Issues & Crisis Intervention
730 Substance Abuse Counseling
807 Research Methods in Counseling
812 Psychopathology & Diagnosis in Mental Health Counseling
813 Family Dynamics
814 Advanced Applications in Counseling

Internship (8 credits 600 hours minimum)

821 Internship in Mental Health Counseling
829 Internship in School Counseling

821.4 /829.4 (300 hours), 821.3 /829.3 (225 hours), or 821.2 /829.2 (150 hours)
Repeated as necessary for a total of 8 credits (600 hours)

Criteria for Continuation in Training Levels

To ensure the quality of professional training, each candidate must show competency at several stages in the program. *Admission to the graduate program does not guarantee continuation or completion of the program.* All candidates are reviewed by the faculty each semester. In addition, all candidates will meet periodically with their faculty advisor to discuss their progress.

During the various levels of training, candidates will be assessed using various formats including quizzes, exams, papers, etc. Some of the assessments will be linked to the Education Unit assessment system Anthology. Anthology is a candidate e-portfolio containing assessments for a wide variety of assignments, including case presentations, research papers and clinical fieldwork assessments. The following courses currently have an Anthology assessment associated with it and will be part of the student's e-portfolio:

ECPCE 700, 701, 703, 704, 706, 707, 721.4, 729.4, 800, 815, 803, 804, 807, 808, 810, 811, 812, 821, & 829. Additional courses will include an Anthology assessment as deemed necessary and candidates will be informed in the specific courses when applicable. The following scoring guide will be used to assess each candidate's individual performance on specific assignments.

Unit Scoring Guide

0 = NA: Candidate was not observed or not assessed.

1 = Needs Improvement: Candidate does not meet minimum program criteria.

2 = Emerging Competence: Candidate is progressing toward meeting program criteria.

3 = Acceptable: Candidate meets program criteria with competency and minimal support.

4 = Proficient: Candidate meets program criteria with competence consistently and independently.

5 = Exemplary: Candidate exceeds program expectations.

The faculty do not expect candidates, nor should candidates expect to score 4s and 5s when they are in the Basic Level (Level 1). The faculty anticipate an emerging professional development and learning experience. However, as candidates progress through Levels 2 and 3, the expectation is that candidates would be scoring more 4s as their proficiency should be developing further. While many candidates would want all 5s to be associated with their portfolio (Anthology), it is a measure of self-awareness to realize that an Exemplary score is one that most faculty, candidates and future candidates will rarely achieve, but constantly strive toward.

To begin Level I (Program Entry): High ratings on Application Review and Group Interview.

To begin Level II (Practicum): (1) Satisfactory academic standings (GPA = 3.0) in the first 15 credits of level I coursework. (2) Demonstration of professional dispositions (e.g., self-awareness, openness to feedback, interpersonal skills, judgment), (3) Demonstration of adequate capacity for basic counseling skills (ECPCE 703) represented by a grade of Pass (P).

To begin Level III (Internship): (1) Satisfactory completion of Practicum experience which includes demonstration of advanced counseling skills, a grade of “B” or better on the *Comprehensive Case Study Project*, and satisfactory ratings by fieldwork site supervisor and on-campus supervisor. (2) Satisfactory academic standing (overall GPA = 3.0 or higher). (3) Continued demonstration of professional dispositions (e.g., self-awareness, openness to feedback, interpersonal skills, judgment).

To be approved for Graduation: (1) Satisfactory completion of all coursework with good academic standing (GPA = 3.0). (2) Satisfactory rating by internship site supervisors and on-campus supervisors in areas of counseling competencies & professionalism. (3) Continued demonstration of professional dispositions (e.g., self-awareness, openness to feedback, interpersonal skills, judgment). (4) Satisfactory completion of final research project in area of specialization. (5) Satisfactory performance on a comprehensive counselor preparation examination taken during the spring semester of the final year in the program.

College/Program Academic Policies

Retention, Remediation, and Dismissal

Candidates are required to meet and maintain academic and professional standards in order to remain in the program and complete the Mental Health or School Counseling program. Candidates must also demonstrate appropriate personal, professional, and ethical conduct. Candidates are expected to abide by all CUNY policies, including but not limited to the policy on Academic Integrity. Candidates are required to maintain a Grade Point Average (GPA) of 3.0 each semester and a 3.0 GPA is required for program completion. All candidates are subject to periodic review and sanctions up to and including dismissal as a result of academic and or professional deficiencies.

In keeping with the College's Graduate Scholastic Standards, students' whose GPA falls below a 3.0 in any semester will be placed on probation. Candidates placed on

probation have up to 12 graduate credits to raise their GPA to a 3.0. If the candidate is not able to meet this requirement they will be dismissed from the program and will not be able to take courses for at least one semester. After at one semester of not taking classes, the student must file a formal application for reentry and petition the Dean of the School of Education for permission to reenter.

Remediation

In situations where a candidate is not making satisfactory progress either academically or as relates to professional dispositions and expectations (e.g., ethical conduct), the Faculty Advisor will meet with the candidate to discuss their situation. Based on this initial meeting, the Faculty Advisor will work with the program faculty and the candidate to identify an appropriate remediation plan. The candidate will be provided with a written remediation plan. The candidate's progress will be monitored by the Faculty Advisor who will report the candidate's progress to the program faculty. Candidates who are not able to make satisfactory progress, as outlined in the remediation plan, may be subject to dismissal from the program.

Appeals

Candidates have the right to an appeal process within the Department. For grade appeals, the candidate must first speak with the faculty member. If a satisfactory solution is not reached, the candidate may then meet with the Program Coordinator. If a satisfactory solution is not reached at this point, the candidate can meet with the Department Chair and request an appeal of their grade in writing. Candidates shall submit any documentation that supports their appeal. The candidate's appeal request is then reviewed by the Department's Scholastic Standing Committee. Candidates who feel that they have been treated unfairly may file an appeal with the Dean of the School of Education. For additional information refer to the [Graduate Bulletin](#).

Fieldwork Requirements

(1) As part of the practicum and internship courses candidates are required to complete supervised fieldwork hours in a school, college, or mental health/community agency. All students must complete a minimum of 100 hours as part of the Practicum course and a minimum of 600 hours as part of the internship courses. Internship hours each semester may vary depending upon the candidate's schedule and the requirements of the field placement agency. Candidates must complete a minimum of 3 semesters of supervised fieldwork (practicum and internship) during the academic year (Fall and Spring semesters) although part time candidates will require 4 or more semesters to complete all their fieldwork hours. For internship (821 and 829 courses) the credits vary with 75 hours per credit (for example, 821.1 = 75 hours in the field; 821.2 = 150 hours, etc., up to 4 credits). Candidates must be registered in a fieldwork course to actively engage in clinically supervised work and must attend the on-campus weekly supervision classes during every semester of fieldwork courses. At no time may students terminate their field placement prior to the completion of the academic semester, regardless of how many hours have been accumulated. Candidates are responsible for securing

their own fieldwork placements. The Director of Fieldwork will provide candidates with information on prospective sites and all the required documentation/procedures that must be followed. Candidates are encouraged to be in two different fieldwork sites during the program, usually one site per year.

(2) The Director of Fieldwork has information packages with lists of acceptable sites and the required paperwork to be completed by the school or agency. The required forms (i.e. time sheets, supervisor evaluations) have specific due dates which will be outlined in the Fieldwork Guide as well as the Fieldwork course (Practicum or Internship). If a candidate fails to secure a fieldwork site by the designated date prior to the beginning of any semester, they will not be registered for the respective fieldwork course (Practicum and Internship). **Once the candidate has secured a placement, they are to notify the Director of Fieldwork and submit ALL required documentation prior to being registered for the fieldwork course.**

**ALL PAPERWORK MUST BE SUBMITTED VIA ANTHOLOGY
BY THE DESIGNATED DEADLINE EACH SEMESTER.**

(1) Fieldwork sites will be acceptable if:

- a) You are supervised weekly by an approved professional in your area (e.g., certified school counselor for those in the School Counseling Program or Licensed Mental Health Counselor for those in the Mental Health Counseling Program); and
- b) The supervisor and site administrators agree to provide an appropriate learning environment for professional counselor training.

(2) All graduate candidates are required to obtain malpractice liability insurance. Membership in the American Counseling Association or the American School Counselor Association include coverage of liability insurance and candidates are expected to apply for membership when they begin the program.

During practicum and internship, you will be practicing in professional settings where you will begin to take on the roles of professional counselors. You will be expected to demonstrate specific skills, to apply relevant knowledge, to make critical judgments, and to be reflective about your actions and their impact on others. As a developing professional, you are expected to be familiar with and comply with the ethical guidelines and standards of the profession. Equally important is your professional appearance, demeanor, and general behaviors that must reflect acceptable professional standards. You will not only be representing the graduate program and Queens College, but the profession of counseling. These factors are taken very seriously and are major considerations in whether a candidate can continue into the subsequent phases and completion of the program.

Further specifics and requirements are detailed in the Fieldwork Guide available on the Program Webpage. You can also access the Fieldwork information and documentation on BlackBoard via the "Fieldwork Information Section" (access will be provided by the Fieldwork Director, Dr. Matta, in the semester prior to your going out on Practicum).

Programs & Specializations

The Graduate Programs in Counseling include two (2) separate degree programs registered with the New York State Education Department: School Counseling (M.S.Ed) and Mental Health Counseling (M.S.). Candidates interested in working in a college counseling setting are advised to pursue the Mental Health Counseling program option.

SCHOOL COUNSELING PROGRAM (M.S.Ed.).

For all candidates beginning the program in Fall of 2021 and there after: This graduate program is approved by the New York State Education Department and leads to *Professional* certification as a school counselor upon completion of the 60 credit MSED degree and 3 years of full-time post-masters employment in a school setting. Candidates are eligible for the *Initial* State certification after the completion of the 60 credit program and passing a NYSED certification examination (exam is currently pending and it is anticipated that it will be available in the summer of 2023).

For candidates who began the program prior to Fall of 2021: The program is approved by the New York State Education Department and leads to *Permanent* certification upon completion of the 60 credit MSED and 2 years of full-time post-masters employment in a school setting. Additional information can be found on the Teacher Certification Office web page.

NOTE: NYSED will stop issuing the Provisional Certificate in School Counseling as of February 1, 2023. All candidates completing the program in the Spring of 2023 must apply for their Provisional certificate via the Individual Pathways system. Information on this is available on the QC Teacher Certification website.

Specific program requirements for all students in school counseling:

- a) Completion of the following six specialty courses:
 - ECPCE 700 Foundations of School Counseling
 - ECPCE 802 Clinical and Contextual Topics in School Counseling,
 - ECPCE 805 Assessment Methods in School Settings
 - ECPCE 806 Administration & Organization of School Counseling Programs
 - ECPCE 808 Child & Adolescent Counseling
 - ECPCE 809 Learning & Motivation in School Counseling
 - ECPCE 810 College & Career Readiness
 - ECPCE 815 Career Development and Assessment in School Settings
- b) ECPCE 729 Practicum in a K-12 school setting*

- c) ECPCE 829 Internship: 300 hours in a K-8 school setting **and** 300 hours in a high school setting*
- d) Completion of final research project in area of specialization (as part of ECPCE 807)
- e) Completion of three workshops: 1) *Child Abuse Identification Workshop*, 2) *School Violence Prevention and Intervention Workshop (SAVE)*, and 3) *DASA Training (Dignity for All Students Act)*. The workshop sessions usually last 2-6 hours and are offered periodically throughout the year. Refer to the Teacher Certification Office website for approved providers. Additional information is available through the [Office of Teacher Certification](#)

****This only applies to all candidates who began the program in the Fall of 2021 and there after***

Additional requirements for the Bilingual Extension Specialization (This extension is not currently available)

MENTAL HEALTH COUNSELING PROGRAM (M.S.)

The Mental Health Counseling program is registered with New York State as leading to the Licensed Mental Health Counseling (LMHC) credential. Upon graduation, candidates can obtain the limited permit to practice under supervision and accrue the 3,000 post-degree clinical hours. A state exam is also required to be licensed.

Specific program requirements for all students in mental health counseling:

- a) Completion of the following six specialty courses:
 - ECPCE 811 Mental Health Counseling
 - ECPCE 812 Psychopathology & Diagnosis in Mental Health Counseling
 - ECPCE 813 Family Dynamics
 - ECPCE 814 Advanced Applications in Counseling
 - ECPCE 708 Clinical Issues in MH
 - ECPCE 730 Substance Abuse Counseling
- b) ECPCE 721 Practicum and ECPCE 821 Internship hours in mental health/community settings
- c) A final research project in ECPCE 807 on a related topic in Mental Health.
- d) Completion of the *Child Abuse Identification* workshop. Though not required for completion of the program, it is a New York State requirement for licensure and to obtain the limited permit. Refer to the New York Office of Professions Website: <http://www.op.nysed.gov/home.html>

Additional requirements for the Counseling in a College Setting Specialization Candidates

who plan to work as counselors in college settings are advised to complete the Mental Health Counseling program. In addition to the Mental Health Counseling requirements, must complete:

- a) Practicum and internship hours in a college setting that is also acceptable as a mental health site for the New York State License in Mental Health Counseling.
- b) The final research project in ECPCE 807 on a topic relevant to counseling in a college setting.

Comprehensive Case Studies

As part of ECPCE 729 (Practicum in School Counseling) and ECPCE 721 (Practicum in Mental Health Counseling) candidates are required to complete the Individual Comprehensive Case Study project. This will be based on an actual client in your practicum site and will require that you demonstrate your grasp of the knowledge and techniques covered in the first 18 credits of the program. Candidates must illustrate their capacity to integrate and to apply what they have learned to their clinical work. *A satisfactory grade on the Individual Comprehensive Case Study paper (B or better) is necessary to pass ECPCE 729 or 721 and to continue to the internship.*

Comprehensive Exam

In the beginning of the Spring semester before graduation, counseling candidates are required to take a comprehensive counselor preparation exam. This multiple-choice test is designed around the national standards of the counseling profession. The exam will cover the 8 major areas in counseling: (1) human development, (2) social & cultural foundations, (3) helping relationships (4) group work (5) career & lifestyle development (6) assessment & evaluation (7) research & program evaluation, and (8) professional orientation. This exam does not lead to certification as a professional counselor but is required to complete the program.

Final Research Project

Each candidate must complete a final research project in the program. This project can take one of the following forms: (a) Design an original research study, including literature review and methods section (without actual data collection), (b) Conduct an original or replicated research study involving data collection and analysis, (c) Commit a minimum of 25 hours as a research assistant for a faculty member on a related project (if opportunities are available). The research project is required as part of ECPCE 807 Research Methods in Counseling.

Candidates must complete the research project in their respective area of specialization (school counseling, bilingual school counseling, mental health counseling, mental health/college counseling). Research projects must be approved by the instructor of ECPCE 807.

Candidate Reviews

A review of candidates will be conducted by the program faculty each semester to determine progress in the program. To maintain matriculation, candidates must receive favorable reviews with regards to:

- 1) Grades (a minimum GPA of 3.0),
- 2) Attendance, punctuality, and participation in classes,
- 3) Personal and interpersonal abilities relevant to professional counseling,
- 4) Adherence to ethical guidelines
- 5) Professional attitudes and behaviors.

Work in school and mental health settings requires that candidates demonstrate professional appearance and professional demeanor, as well as appropriate personal and interpersonal characteristics. These personal characteristics include but are not limited to: communication skills, interpersonal skills, professional judgment, and ethical conduct. In addition, candidates are expected to demonstrate sensitivity to client issues and effective management of personal stress or adjustment difficulties. See section on College/ Program Academic Policies in this Handbook.

Each semester, the Counselor Education faculty review candidates' performance in the program, including academic performance, GPA and professional suitability. Faculty will meet with the candidate to discuss their performance and develop a plan to assist the candidate in addressing the areas of concern. Any decisions that a candidate should no longer continue in the program will be made in adherence with College policies as outlined in the current [Graduate Bulletin](#).

Attendance Policy

Attendance at weekly classes is essential given the interactive and experiential nature of the courses and is also a demonstration of professional behavior regarding consistency and responsibility. For this reason, candidates are expected to notify their instructors if they will be missing a class. More than two (2) absences in a course will adversely affect the grade since the learning process will have been compromised for that course. A candidate may be required to repeat the course in a subsequent semester. If there are extenuating circumstances (e.g., illness), the candidate must contact the course instructor who will discuss the issue with the program faculty. Cases will be reviewed individually, and a determination of appropriate action will be made by the program faculty regarding the candidate's learning and professional development within the training sequence.

Candidate Involvement

The professional training experience is enhanced by the degree of candidate involvement with various activities within the program and counseling profession. Candidates are expected to join the American Counseling Association or the American School counseling Association. Additionally, candidates at Queens College have the

opportunity to create candidates organizations that are eligible for college funding. Historically, there have been two organizations for counseling candidates: Graduate Counselor Education Association and the QC Counseling Honors for Advocacy in Social Issues. If you are interested in starting an organization, please contact Dr. David Rivera for more information.

In addition, there may be opportunities to be involved in special counseling projects and in research studies. Speak to any faculty member regarding the possibility of participating. Candidate suggestions, innovative ideas, and research proposals are always welcomed.

ADMINISTRATIVE GUIDES

Advisement & Registration

- (1) Candidates are registered for classes by the program and must have the Program Coordinator's or Faculty Advisor's approval before being registered for classes. Any changes in scheduling or enrollment in the program must be approved. Candidates are responsible for knowing the sequence of courses required and for satisfying all requirements.

- (2) It is very important that candidates pay the bursar bill on time. Failure to pay the Bursar will result in being dropped from courses. While re-enrollment is possible before the semester begins, being temporarily dropped from a course sometimes creates a situation where the course is under-enrolled and at risk for being cancelled. Please notify the Program Coordinator if you need to delay being registered for classes or if you are dropped from a course but intend to take the course. This will enable the actual enrollment to be accurately determined.

- (3) Candidates committed to the full-time day classes or to the part time evening classes are expected to remain with the cohort which they were accepted into. Part time evening students, however, may elect to complete the program in three years rather than four. Such an accelerated schedule depends upon available winter and summer courses with adequate enrollment.

- (4) Any type of deviation from the program sequence or schedule (see Appendices A through C) must be approved by the faculty committee. Candidates must submit a request in writing. Approval of a program change will only be granted for legitimate reasons and based on space availability. Should a candidate not register for classes in any given semester, they are required to complete a "re-entry" application through the Office of Graduate Admissions and the candidate must contact the Program Coordinator to discuss their request for "re-entry" prior to submission of the application. Any interruption in the course sequences will affect the candidate's projected graduation date. Additional information is available in the [Graduate Bulletin](#):

Advanced Standing & Transfer Credits

Credit for graduate courses taken elsewhere will only be granted if applicants can clearly demonstrate that they possess the competencies required in the Queens College courses for which they seek credit. Candidates are required to provide transcripts and syllabi and/or course descriptions. Certain core courses cannot be substituted even if a comparable course has been taken. Advanced standing credit cannot exceed a total of 12 credits and the courses being transferred must have been taken within the past 5 years with a grade of B or better. The request for advanced standing transfer credit must be made with the Program Coordinator prior to matriculation in the Program or within the first year at the latest.

Outstanding Prerequisites

Any outstanding prerequisites must be completed prior to beginning the program. Speak with your faculty advisor if you are not able to have the outstanding prerequisite completed prior to the start of your first semester in the program.

Incomplete coursework

The grade of **Incomplete (INC)**, a temporary grade, **must be requested by the student** and may be given by the instructor to indicate that a student has a satisfactory record in coursework, but for a valid reason is unable to complete the course during the regular time period. **A graduate candidate receiving this grade must complete the work of the course by the end of the next two regular semesters.**

In the situation that a candidate is not able to complete the number of fieldwork hours for which they registered, **they must request an INC from the instructor, or they will receive a failing grade for the fieldwork course.** Once the required number of hours needed have been satisfied, the candidate must reach out to the instructor and the Director of Fieldwork to submit the necessary paperwork and request that a change of grade be submitted. Candidates are required to submit the time sheets and evaluation sheets that are signed by the on-site supervisor before requesting the removal of the INC. Candidates are responsible for ensuring that their transcripts have been adjusted once completed work has been submitted to the instructor(s) or the fieldwork office. This is especially important for candidates who will plan on completing the program as any INC on your transcripts will delay issuance of diplomas and will lead to additional matriculation fees. Candidates may not have more than one INC in fieldwork courses at any given time.

Leave of Absence

Though there is no official leave of absence for candidates in graduate programs, any candidate who needs to temporarily discontinue their studies should notify their Faculty Advisor and the Program Coordinator prior to leaving the program. Once a candidate is ready to request “re-entry,” they must follow appropriate College policy delineated in the [Graduate Bulletin](#) and contact the Program Coordinator. NOTE: College policy requires that students complete their graduate degrees within a specified period of time (e.g., five years).

Withdrawal from courses or failure to register for subsequent semesters without formal notification to the Faculty Advisor and/or the Program Coordinator is *considered as a withdrawal from the program and which does not guarantee re-admission at a later date.* Candidates may need to re-apply to the program. Due to the specific class sizes, re-entry may not be possible since preference for course enrollment is given to actively matriculated candidates.

Graduation

Candidates are ultimately responsible for ensuring that all requirements have been met. The Faculty Advisors receive a graduation approval form from the Registrar that will be reviewed and submitted as a “*candidate meeting all requirements pending completion of current courses*” or will list any deficiencies that would prevent graduation e.g., and INC, GPA below 3.0. **It is advisable that candidates review their transcript early in the last semester to allow for delays related processing of INCs or other issue. Incompletes must be resolved, and ample time must be allowed for processing the change of grade forms. It is the candidate’s responsibility to follow up to ensure that fieldwork paperwork, workshop completion certificates, and any change of grade forms are processed in time for graduation.**

State Certification /Licensure

School Counselors

Completion of the School Counseling requirements within the 60 credit M.S.Ed. program leads to the **Initial* New York State certification in School Counseling. During the last semester before graduation, candidates must submit a request to be recommended by the College for the Initial certificate. Candidates can visit the [Queens College Office of Teacher Certification](#) website to file appropriate forms and request that they be recommended for certification. Once the forms are complete, candidates will be recommended for the *Initial* state certificate in School Counseling (a NYSED certification exam is currently pending). After the completion of three (3) years of work as a school counselor you may apply to the New York State Education Department for the *Professional* certificate in School Counseling.

The graduate is responsible for notifying the state upon completion of post-masters workexperience required for permanent certification.

***Candidates who began the program prior to the Fall of 2021 are eligible for the *Provisional* and *Permanent* certificates in keeping with guidelines set by the NYSED. PLEASE NOTE: in keeping with NYSED changes in the certification process, individuals who began the program prior to Fall of 2021 and are eligible for the *Provisional* certificate must apply directly to the State through the individual pathways prior to February 1, 2023. After this date, the NYSED will no longer issue the *Provisional* certificate. Certification Changes Document located on the [School Counseling](#) web page.**

In addition to the program requirements candidates who will be working in the school system will need to complete three workshops:

Child Abuse Identification Workshop
School Violence Prevention and Intervention Workshop (SAVE), and
DASA Training (Dignity for All Students Act).

The workshop sessions usually last 2-6 hours and are offered periodically throughout the year. Refer to the Teacher Certification Office website for approved providers (link provided

below). Additional information is available through the [Office of Teacher Certification](#).

It is the candidate's responsibility to sign up for these workshops before graduation (a small fee is usually required) and to submit proof of completion on to their TEACH account. Failure to do so will delay the recommendation process.

Mental Health Counselors

The M.S. degree program in Mental Health Counseling leads to the New York State License (LMHC) upon completion of the 3,000 post-masters clinical hours and a passing score on the state licensing exam. Upon completion of the program, graduates must apply to the State for a Limited Permit to practice, under supervision, once they secure a position as a Mental Health Counselor. Note that in order to receive the Limited Permit, graduates must complete the *Child Abuse Identification Workshop*. Under the Limited Permit, graduates must be supervised by another licensed professional, such as LMHC, licensed psychologist, psychiatrist, or clinical social worker, for all of their 3,000 hours of practice after completing the degree requirements (approximately 2 years).

Graduates must submit the necessary Office of the Professions (OOP) forms to the QC Registrar in order to obtain verification of program completion. These forms are available via the OOP web page. See links below for additional information:

New York State Office of the Professions:

<http://www.op.nysed.gov/prof/mhp/>

LMHC Application Forms Checklist:

<http://www.op.nysed.gov/prof/mhp/lmhcchecklist.pdf>

Limited Permit and License Applications:

<http://www.op.nysed.gov/prof/mhp/mhcforms.htm>

Limited Permit FAQs:

<http://www.op.nysed.gov/prof/mhp/mhp-permits-faq.htm>

In addition graduates must take a state licensing exam outlined in the NY State License Requirements:

<http://www.op.nysed.gov/prof/mhp/mhcllic.htm#exa>

COURSE DESCRIPTIONS

Basic Core Courses

701 Lab in Self Awareness Taken concurrently with ECPCE 700, this experiential course aims to develop listening, feedback, and communication skills through guided exercises and readings. The small group experience is used to explore and enhance self-awareness of intrapersonal and interpersonal dynamics. It is the basis for the personal development of the counselor-in-training which is expected to continue throughout the program. Graded on a Pass/Fail basis only

702 Theories of Human Development This course is a survey of the major theories of personality, cognitive, and social-emotional development through the lifespan. It includes study of environmental factors as they affect both normal and abnormal development and the application of developmental principles to counseling interventions.

703 Lab in Individual Counseling Techniques Taken concurrently with 704, this course focuses on developing basic counseling skills with individuals. Emphasis is on practicing the appropriate application of counseling microskills, on coordinating techniques with the counselor intentions for therapeutic change, and on creating the core conditions for the facilitation of the counseling process. Role plays, video feedback (when available), and small group discussions as well as other experiential activities will be used. Counseling issues related to fieldwork will be addressed.

704 Counseling Theories. Pre/corequisite ECPCE 700. This course will involve an in-depth study of the major schools of counseling and psychotherapy. Issues of theoretical assumptions, assessment, treatment, and outcome will be addressed as well as their application to relevant counseling settings and populations. It is expected that students begin with at least a basic understanding of the counseling process and counseling skills. The impact of the counselor's worldview on the counseling process will be examined. Comparisons of the various counseling models will aim to derive common principles while facilitating each student's process of developing an empirically based approach to counseling.

706 Theories of Group Dynamics & Social Systems This course surveys major theories of group counseling with a focus in on process groups, psychoeducational groups, and therapy groups. Topics will include techniques of group counseling, group dynamics, types of groups, leadership styles, as well as research and literature in group counseling and social systems. Experiential exercises will be used to reinforce concepts.

707 Lab in Group Counseling Techniques Taken sequentially with ECPCE 706, this is taught in the theory part of the course sequence. Students gain experience in developing their own leadership styles and responding to group dynamics. A comprehensive case study is required for this course.

Advanced Core courses

800 Career Development & Assessment This course covers the theories, issues, and resources in career development and vocational counseling as well as the administration, interpretation, and application of vocational testing instruments. Topics include applications of career counseling with the chemically dependent and other groups with special needs. Cultural and gender issues are also explored. Field-based hours outside of the classroom as well as fees for testing materials are required. (This course is taken by the Mental Health Counseling Students)

803 Multicultural Issues in Counseling This course explores issues of diversity in the counseling process, reviews emerging theories, literature and research in multicultural counseling practice; examines the social and cultural foundations of race, ethnicity, gender, sexual orientation, as these relate to counseling practice and human development.

804 Assessment in Counseling. This course covers the concepts, principles, and theoretical foundations of psychological and educational measurement; surveys cognitive, personality, individual and group assessment instruments and techniques used in counseling; consideration is given to factors of culture, gender, language, ethnicity, age, disability, and examiner bias in the administration and interpretation of tests.

807 Research Methods in Counseling This course surveys methods of research designs used in psychological, educational, and counseling research and program evaluation. The goals of the course are for candidates to develop a foundation in empirical research to become critical consumers of studies in the counseling literature. Candidates work with the instructor to develop a research project in the student's area of specialization or are involved in direct research activities. Candidates seeking the Bilingual Extension in SC will complete required assignments with a focus on linguistically diverse learners. Ethical considerations, application of research skills to counseling activities, and use of data for program development will also be discussed.

School Counseling Specialty

700 Foundations of School Counseling. This course is an introduction to the field of school counseling that will provide an overview of the knowledge necessary for preparation as professional school counselors. Some of the topics addressed in this course include: professional and ethical responsibilities, consultation, multicultural and diversity issues, college and career readiness, and the perspectives and practices necessary for school counseling in the 21st century. Students will also be introduced to the components required for the development and management of a school counseling program, and the use of data to inform decision-making. In addition, students will learn the various roles of a school counselor as leaders, advocates, consultants, coordinators, and collaborators. This course will utilize both theory and the exposure to practitioners in the field to better understand the function as a professional school counselor. As this course facilitates the development of the skills necessary for counselor training at the graduate level, topics such as research in counseling and scholarly writing will also be addressed.

802 Clinical and Contextual Topics in School Counseling This course involves the study of clinical and contextual issues in school counseling including depression, substance abuse, suicide, violence in school and communities, psychological trauma, crisis intervention, and ethics as they relate to educational settings. Particular emphasis is given to issues related to linguistically diverse learners, immigrants, and special needs students. The course will also explore effective counseling strategies and resources in the community. Candidates seeking the Bilingual Extension in SC will complete required assignments with a focus on linguistically diverse learners/bilingual education

805 Assessment Methods in School Counseling This course covers the principles of assessment methods used in school counseling. There will be a review of basic statistical concepts and educational measurement. The course will survey cognitive, personality, career and educational tests. Assessment and evaluation methods specific to education and to school counseling will be covered. Ecological assessment and program evaluation will be addressed. Critical issues will include factors of culture, gender, linguistic diversity, ethnicity, age, disability, and examiner bias. Candidates seeking the Bilingual Extension in SC will complete required assignments with a focus on linguistically diverse learners/bilingual education.

806 Administration of School Counseling Programs. This course covers the role and function of the counselor in school settings; the study of school structure, policies, and procedures; the development, implementation, and evaluation of counseling and guidance services; issues in consultation, administration, and systemic interventions. The first part of the course describes the regulations and laws that govern student support services. The second portion of the course deals with the New York State “Comprehensive Counseling Program” and the best practices for providing and evaluating complete multi-tiered programs with diverse student populations to include; Special Education and linguistically diverse students. Dispersed throughout the course, participants will see how the use of technology and its application assists the counselor with routine clerical work, record keeping and data driven decisions. Candidates seeking the Bilingual Extension in SC will complete required assignments with a focus on linguistically diverse learners.

808 Child and Adolescent Counseling. Issues and techniques of counseling specific to children and adolescents will be presented. Review of developmental psychology as it relates to therapeutic change will also be covered. Family dynamics, school issues, and the therapeutic relationship will be discussed.

809 Learning & Motivation in School Counseling. This course will cover major theories of learning and motivation as they apply to school counseling settings. Applications will emphasize consultation with teachers, support services for students with learning and motivation difficulties, and the general process of personal adaptation through counseling.

810 College & Career Readiness This overview course takes a holistic and developmental perspective for students in the K-12 setting. Working within a developmental and social justice framework participants will: learn about developmentally appropriate academic and personal needs of students as they transition from elementary through high school; learn about strategies and interventions to facilitate

students' college career readiness at the elementary, middle and secondary school level; learn about and utilize informational resources needed to assist students with secondary transition planning (included but not limited to identifying postsecondary options, the college application and admissions process, sources of financial assistance); and learn about strategies for working collaboratively with teachers, administrators, parents and other key stakeholders in facilitating student college and career readiness and postsecondary transition. This course will include information and strategies for working with special populations (e.g., undocumented students, ELLs, LGBT, and students with disabilities) on the postsecondary transition planning process.

815 Career Development and Assessment in School Settings This course will introduce candidates to the theory and practice of career counseling, the administration and interpretation of selected inventories, the career counseling process, available career resources, and the ethical and practice standards related to career counseling in school settings. Particular focus will be placed on the career development process of students in grades K-12 and the school counselor's role in providing developmentally appropriate career development services. As part of this course, issues related to working with diverse populations, (gender, race, culture, ability, and sexual orientation) will be explored.

Mental Health Counseling Specialty

811 Mental Health Counseling This course is an introduction to the field of counseling and will survey the broad areas of knowledge necessary for preparation as professional school counselors. Topics will include the clinical, psychological and professional foundations of the profession as well as the roles of mental health counselors, the socio-cultural factors in mental health, community issues, prevention, and legal/ethical issues. It will establish a framework of theory upon which subsequent courses in the program will be based. In addition, the course aims to develop the skills and learning processes necessary for counselor training at the graduate level.

812 Psychopathology and Diagnosis. This course covers the DSM-V classification system of mental disorders and focuses on the etiology, development, assessment and treatment of mental illness. Issues of psychopharmacology and other treatment issues will be addressed.

813 Family Dynamics. In this course the main stages of the family life cycle are studied as a means of understanding the family as a system of human relationships. Developmental stages, family rituals, family crises, and other variables affecting family development are examined. The purpose of this course is to enable students to assess family systems, to develop knowledge of current family life demographics, and to gain an understanding of marriage and family styles, symptomatology, and counseling techniques..

814 Advanced Seminar in Counseling Applications. This course entails an in-depth study of specific counseling approaches and their use with various client populations, including culturally and linguistically diverse clients. Case studies will provide a focus for analysis. Students will be required to conduct literature reviews and to make presentations.

708 Clinical Issues & Crisis Intervention. This course will address various clinical topics such as suicide assessment, crisis intervention, critical incident counseling, and grief & trauma issues as well as mental health and substance abuse assessment. Ethical issues in counseling will also be addressed.

730 Introduction to Alcohol and Substance Abuse This course covers the etiological theories of alcoholism /substance abuse, pharmacology, process of addiction/stages of alcoholism, recovery process, and defense structures. Attention is given to special ethnic populations, treatment approaches, the counseling of individual substance abusers, and professional counselor ethics.

Fieldwork Courses

721 Practicum in Mental Health Counseling 4 credits. Placement in a mental health clinic or community agency setting for 100 hours per semester. Prerequisite: Completion of 12 credits in the program including ECPCE 703. Prerequisite /Corequisite: ECPCE 708. The focus will be on advanced skills development (through video feedback), integration of counseling theory, and applications to fieldwork sites. Supervision will involve the use of video or audio tapes. Professional counseling issues encountered in field placement will be addressed. Comprehensive Case Study is required.

729 Practicum in School Counseling. 100 hr. per semester (placement in a school setting, grades K–12); 4 cr. Prereq.: Permission of the advisor, completion of 12 cr. in the program including ECPCE 703. Practicum is a field-based course during which candidates will be placed for 100 hours in a K-12 school setting. During practicum candidates will engage in activities related to the development, implementation, and evaluation of the elements of the school counseling program (60% of hours) and provide direct student services (40% of hours) with a focus on integrating theoretical concepts with advanced techniques to develop a cohesive approach to counseling. A comprehensive case study is required as part of this course. While on practicum candidates are under the supervision of a school counselor and a Queens College faculty and must attend a course on campus.

821 Internship in Mental Health Counseling Variable 1 to 4 credits. May be repeated for credit. Placement in a college, clinic, or community agency setting for 75 to 300 hours per semester. On campus supervision required including case presentations. Prerequisite: Successful completion of ECPCE 721, ECPCE 812 and the completion of 30 credits in the program. Graded on a Pass/Fail basis

829 Internship in School Counseling Internship is a field-based course during which candidates will be placed for 75 to 300 hours per semester in a K-8 or 9-12 school setting. During the program, candidates are required to complete at least 300 hours in a K-8 school setting and at least 300 hours in a 9-12 school setting. While on internship candidates will engage in activities related to the development, implementation, and evaluation of the elements of the school counseling program (60% of hours) and provide direct student services (40% of hours). A case study is required as part of this course. During internship candidates are under supervision of a school counselor and Queens College faculty and must attend a

course on campus. Prerequisites: Permission of the advisor and completion of the School Counseling Practicum course, ECPCE 729.4.

Graded on a Pass/Fail basis

FACULTY

Full Time Faculty

Matthew S. Day received his Ph.D. in Counselor Education from the University of New Orleans with a specialty in group counseling. Dr. Day is a Licensed Mental Health Counselor (LMHC) and has over 20 years of experience counseling at-risk adolescents and children. He has counseled families and supervised post-master's level interns seeking professional licensure for several years. His research interests involve reflective practice, specifically in the areas of group work, attachment theory and clinical supervision.

Jennifer Kyle received her Ph.D. in Clinical Psychology from the CUNY Graduate Center. She has worked as a staff psychologist at North Central Bronx Hospital as well as a therapist at Barnard College, Columbia University. Dr. Kyle was also a faculty member at Borough of Manhattan Community College. Her research focuses on risk and protective factors related to suicide in persons of color. She has conducted research studies on suicide, is involved in large-scale national surveys, and has presented her work at international forums. Dr. Kyle is a NYS licensed psychologist and specializes in psychodynamic approaches to counseling and psychotherapy.

Marissa S. Matta received her Ph.D in Counselor Education from the University at Buffalo-SUNY, an MS in Rehabilitation Counseling from Mississippi State University, and a BS in Psychology from Texas A&M University. Dr. Matta is a Certified Rehabilitation Counselor (CRC), National Certified Counselor (NCC), Tobacco Treatment Specialist (TTS), and has a Mental Health Counselor Limited Permit (MHC-LP). She worked as a Vocational Specialist at START Treatment and Recovery Methadone Maintenance Clinic in East New York, a Diagnostic Vocational Evaluator at FEGS WeCARE in Manhattan, and a Community Support Supervisor at AHRC-NYC in Canarsie. Prior to working in clinical settings, she worked as a Research Associate for the Social Science Research Center (SSRC) at Mississippi State University. Dr. Matta's research interests include chronic pain, opioid misuse, substance use disorder, and addictive behaviors.

John S. Pellitteri received his Ph.D. from New York University in Counseling Psychology and his M.Ed. from Teachers College, Columbia University in Psychological Counseling. In addition, he holds an M.A. in Music Therapy and a B.S. in Music Education from NYU. He is a New York State licensed psychologist and licensed creative arts therapist. Dr. Pellitteri has worked as a school counselor, elementary school teacher, a music therapist for children with disabilities, a psychotherapist and a psychological consultant. He has conducted research on emotional intelligence, has published books on its application to school counseling and to music therapy, and has presented at regional, national and international conferences. He currently president and co-founder of the *International Society for Emotional Intelligence*.

David P. Rivera received his Ph.D. in counseling psychology from Teachers College, Columbia University. He also holds degrees in psychology and counseling from Johns Hopkins University and the University of Wyoming. Dr. Rivera's research focuses on cultural competency development and issues impacting the marginalization and health of people of color and sexual minorities, with a focus on microaggressions. He is currently the Founding Director of the CUNY LGBTQI Student Leadership Program, advisor to The Steve Fund, faculty with the Council for Opportunity in Education, board member of CLAGS: Center for LGBTQ Studies housed at the CUNY Graduate Center, and is a consulting editor of the journal *Psychology of Sexual Orientation and Gender Diversity*.

Lourdes M. Rivera received her Ph.D. in Counseling Psychology from Fordham University and an MA in Counseling from N.Y.U. She has worked in various hospital, educational, and clinical settings. Her scholarship is focused on career development and the application of social-cognitive theory to counseling and multicultural counseling and has made numerous national and international presentations. She has conducted school-based projects on career education, career development, and college and career readiness. She is a past President of the New York State Career Development Association and served as a Trustee on the Board of the National Career Development Association.

Emeritus and Retired Faculty

Jesse M. Vazquez received his Ph.D. from New York University in Vocational and Rehabilitation Counseling. Dr. Vazquez is a Nationally Certified Counselor and a Certified Rehabilitation Counselor. He was the director of the Puerto Rican studies at Queens College from 1975 – 2000 and has served in national associations on ethnic studies. He is an expert in cross cultural counseling and ethnic studies and has experience in college counseling, group and individual counseling. Dr. Vazquez is one of the founders of the Queens College Bilingual/Multicultural education program and received the Presidential Award for Multiculturalism in 1999. He served as the Chair of the Department of Educational & Community Programs for over 10 years and holds the distinguished title of Professor Emeritus.

Lynn Calhoun Howell received her Ph.D. in Counselor Education and a Masters Degree in Mental Health Counseling from Idaho State University. She is a Licensed Mental Health Counselor and a Nationally Certified Counselor and has worked in a women's correctional institution, a college counseling center, and as a supervisor in domestic violence centers. Dr. Howell's research projects and areas of interest include adult midlife development, addictions counseling, and group process. She served as the associate dean for the Queens College Division of Education and as the Chair of the Department of Educational & Community Programs.

Adjunct Faculty

Antonio Bausone, MS.Ed. is a certified school counselor and is currently the Director of School Counselor Services at his current school. Antonio Bausone is a Queens College School Counselor Program Alumni. He has been working as a school counselor for 6 years within the NYC DOE and Charter School. Bausone has worked closely with principals and district leaders on College and Career Readiness, LGBTQ Concerns, Credit Accumulation, and School Climate. His focus is: How are the social emotional components of any working piece of a school affected.

Ernest Bonaparte received his Ph.D. in Clinical Psychology from the Derner Institute of Advanced Psychological Studies at Adelphi University. He holds postgraduate certifications in Family Therapy and Culturally Competent Human Services. For many of the past 25 years, Dr. Bonaparte has functioned as a Clinical Supervisor in various community mental health and private practice settings in Brooklyn and Queens, NY. He has served as Director of Psychology at Kingsboro Psychiatric Center and Project Director of the Kings County Crisis Intervention Center. Currently focused on private practice, teaching and clinical supervision, Dr. Bonaparte continues to maintain a special interest in interdisciplinary and holistic approaches to mental health. His writings include authorship and collaboration in publications on delivering culturally competent health care as well as on the relationship between our physical, mental and spiritual self-image.

Nancy Chase, received her Ph.D. in School Psychology from the CUNY Graduate Center. She has experience in both counseling and testing with general and special education students. Dr. Chase has also been involved in various research projects. She is currently practicing as a school psychologist in Long Island.

Kevin Clark is a licensed mental health counselor, school counselor and school psychologist. He has many years of experience in hospital and school settings. His work has included assessment, counseling and educational interventions for children with learning disabilities and behavioral disorders. He conducts a private practice in Mental Health Counseling.

Regine Dejean is a graduate of the Queens College M.S. Ed Program and a high school counselor in the NYC public school system. She has many years of experience as a special education teacher, teacher trainer, and counseling supervisor. She serves on the school counselor executive board of the United Federation of Teachers.

Anthony Don, received his M.S.Ed. in Counseling from Queens College. He has worked for many years as a school counselor in the ASPECTS program and at middle schools in the New York City Department of Education. Professor Don is an expert at computer technology, school law, and program organization as they apply to school guidance programs.

Gabrielle James, Gabrielle James received her MSW with a concentration in Advanced Clinical Practice specializing in Family Youth and Children's Services from Columbia University. Additionally, she has completed training at Ackerman Institute For the Family ; Foundation of Family Therapy, an area she is very passionate about. Gabrielle is School

Building Leadership Program certified. She is a New York State Licensed Social Worker who works as a school counselor for middle and high school within NYC's Department of Education.

John J. Genovese holds an MSW from New York University and is a Licensed Clinical Social Worker with over a decade of experience providing psychotherapy to multi-diagnostic and at-risk populations. He has extensive knowledge in dialectical behavior therapy, the clinical applications of mindfulness and psychoanalysis. John currently serves on a DBT inpatient psychiatric unit and a private practice. In addition, he is an Advisor/Lecturer for Columbia University School of Social Work and a Faculty member on the Creedmoor Residency Education & Training Program in Psychiatry.

Franco Gordillo is a graduate of the M.S.Ed program in school counseling and a Ph.D. in Counselor Education from Montclair State University. He has several years of experience in the NYC public school system as a teacher and counselor.

Joanna Micek is a licensed mental health counselor. She works in an outpatient day program which assists those diagnosed with severe and persistent mental illness cope with their symptoms and achieve their self-defined goals through both group and individual therapy. Additionally, Mrs. Micek conducts private practice in Mental Health Counseling where she meets with individuals of all ages and with various mental health needs.

Meir Rizel, LMHC maintains a private practice specializing in trauma. He has worked with active duty military and is a certified therapist and consultant in EMDR. Mr. Rizel also treats couples using EFT, Gottman and other models. Additionally, he has trained at the Ackerman Institute as a divorce mediator.

Michael D. Sanchez received his M.S. in Mental Health Counseling from Queens College - City University of New York. He is a Licensed Mental Health Counselor (LMHC) who incorporates an integrative, client-centered, and humanistic approach to therapy. Michael works both in private practice and an agency setting. He has experience counseling children, adolescents, adults, and elderly individuals suffering from trauma, depression, anxiety, severe and persistent mental illness, phase of life transitions, grief, relationship difficulties, ADHD, and general mental health issues. Michael also has experience providing clinical supervision and training to both counseling interns and post-master's level counselors.

APPENDIX A: FULL TIME STUDY
 Queens College, City University of New York,
 Division of Education, Department of Educational & Community Programs
 Graduate Program in Counseling
SCHOOL COUNSELING*
2 Year Full Time Day Program

BASIC & ADVANCED CORE COURSES 24 credits

SPECIALIZATION 24 credits

FIELDWORK (Practicum and Internship) 12 credits

(NOTE: 300 hours of Internship must be in K-8 and 300 in a 9-12 School Setting)

1	Fall	700 Foundations of School Counseling 701 Lab in Self Awareness 702 Human Development 703 Lab I in Counseling Techniques 704 Counseling Theories	_____ _____ _____ _____ _____
2	Spring	729.4 Practicum in School Counseling 805 Assessment Methods in School Counseling 806 Administration and Organization in Schools 815 Career Development & Assessment in School Settings	_____ _____ _____ _____
3	Fall	706 Theories of Group Dynamics 802 Clinical and Contextual Topics in School Counseling 809 Learning & Motivation in School Couns 810 College & Career Readiness 829.4 SC Internship (300 hours must be in a K-8 and 300 in a 9-12 School Setting)	_____ _____ _____ _____
4	Spring	707 Lab in Group Counseling 803 Multicultural Issues in Counseling 807 Research Methods in Counseling 808 Child & Adolescent Counseling 829.4 SC Internship (300 hours must be in K-8 and 300 in a 9-12 School Setting)	_____ _____ _____ _____ _____
		TOTAL	60 Credits

APPENDIX B – PART TIME STUDY
 Queens College, City University of New York,
 Division of Education, Department of Educational & Community Programs
 Graduate Program in Counseling
SCHOOL COUNSELING*
3 Years Part Time Evening**

BASIC & ADVANCED CORE COURSES 24 credits

SPECIALIZATION 24 credits

FIELDWORK (Practicum and Internship) 12 credits

(NOTE: 300 hours of Internship must be in K-8 and 300 in a 9-12 School Setting)

1	Fall	700 Foundations of School Counseling	_____
		701 Lab in Self Awareness	_____
		702 Human Development	_____
2	Spring	703 Lab in Counseling Techniques	_____
		704 Counseling Theories	_____
		706 Theory of Group Dynamics	_____
	Summer	805 Assessment Methods in School Settings	_____
3	Fall	729.4 Practicum in School Counseling	_____
		707 Lab in Group Counseling	_____
		806 Administration/School Counseling	_____
	Winter	809 Learning & Motivation	_____
4	Spring	802 Special Issues in School Counseling	_____
		815 Career Development & Assessment in School Settings	_____
		829.3 SC Internship	
5	Fall	808 Child & Adolescent Counseling	
		810 College & Career Readiness	
		829.3 SC Internship	
6	Spring	803 Multicultural Issues in Counseling	_____
		807 Research Methods in Counseling	_____
		829.2 SC Internship	_____
TOTAL			60 Credits

APPENDIX C: FULL TIME STUDY
 Queens College, City University of New York,
 Division of Education, Department of Educational & Community Programs
 Graduate Program in Counseling

MENTAL HEALTH COUNSELING
2 Year Full Time Day Program

BASIC & ADVANCED CORE COURSES 30 credits

SPECIALIZATION 18 credits

FIELDWORK (Practicum and Internship) 12 credits

1	Fall	811 Mental Health Counseling	_____
		701 Lab in Self Awareness	_____
		704 Counseling Theories	_____
		703 Lab I in Counseling Techniques	_____
		708 Ethics, Clinical Issues & Crisis Intervention	_____
2	Spring	721.4 Practicum in MH Counseling	_____
		702 Human Development	_____
		812 Psychopathology & Diagnosis in MH	_____
		804 Assessment in Counseling	_____
	Summer	821.2 MH Internship (optional)*	
3	Fall	706 Theories of Group Dynamics	_____
		800 Career Development & Assessment	_____
		813 Family Counseling	_____
		730 Substance Abuse Counseling	_____
		821.4 MH Internship(3 or 4 credits)*	_____
4	Spring	707 Lab in Group Counseling	_____
		803 Multicultural Issues in Counseling	_____
		807 Research Methods in Counseling	_____
		814 Advanced Applications in MH counseling**	_____
		821.4 MH Internship (3 or 4 credits)*	_____
TOTAL			60 Credits

APPENDIX D – PART TIME STUDY

Queens College, City University of New York,
Division of Education, Department of Educational & Community Programs
Graduate Program in Counseling

**MENTAL HEALTH COUNSELING
3 Years Part Time Evening***

BASIC & ADVANCED CORE COURSES 30 Credits

SPECIALIZATION 18 Credits

FIELDWORK 12 Credits

1	Fall	811 Mental Health Counseling	_____
		701 Lab in Self Awareness	_____
		708 Ethics, Clinical Issues & Crisis Intervention	_____
2	Spring	703 Lab in Counseling Techniques	_____
		704 Counseling Theories	_____
		702 Human Development	_____
	Summer	804 Assessment in Counseling	_____
3	Fall	721.4 Practicum in MH Counseling	_____
		706 Theory of Group Dynamics	_____
		812 Psychopathology & Diagnosis in MH	_____
	Winter	813 Family Dynamics	_____
4	Spring	707 Lab in Group Counseling	_____
		730 Substance Abuse Counseling	_____
		821.2 Internship**	_____
	Summer	821.2 Internship (optional summer)**	_____
5	Fall	800 Career Development & Assessment	_____
		803 Multicultural Issues in Counseling	_____
		821.2 Internship (2 or 3 credits)**	_____
6	Spring	814 Advanced Applications	_____
		807 Research Methods in Counseling	_____
		821.2 Internship (2 or 3 credits)	_____

TOTAL **60 Credits**

* Students who are unable to attend summer or winter courses may extend the part time program to 3 & 1/2 or 4 years.