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**Minutes of
The Lehman College Senate Meeting
Wednesday, April 7, 2021
Senate Meeting**

Senators Present: Aisemberg, G.; Alexander-Street, A.; Ali, S.; Auslander, D.; Austin, L.; Babalola, V.; Banks, R.; Baraldi, C.; Bergmann, Ronald M.; Bettiol, R.; Boston, N.; Budescu, M.; Burton-Pye, B.; Calvet, L.; Campeanu, S.; Cheng, H.; Collett, J.; Cooper, W.; Dominguez, V.; Donkor, B.; Dumais, S.; Ebersole, S.; Ewing-Morgan, D.; Fakhouri, S.; Farrell, R.; Fera, J.; Finger, R.; Firpo, A.; Ford, G.; Fortunato-Tavares, T.; Georges, Catherine A.; Gonzalez Castillo, R.; Goring, S.; Harrison, E.; Hattori, T.; Hyman, D.; Kim, C.; Kim, H.; Lemons, D.; Loscocco, P.; Louche, Z.; Machado, E.; MacKillop, J.; Mahon, J.; Maney, B.; Manier, D.; Marcelino, K.; Marianetti, M.; Markens, S.; Mazza, C.; McKenna, C.; Mellen, A.; Mills, P.; Mills-Bakhsh, J.; Morgan, J.; Munch, J.; Murphy, B.; Nunez-Torres, A.; O’Neil, C.; Ohmer, S.; Prince, P.; Ramirez, M.; Rice, A.; Rosario, Y.; Rotolo, R.; Saforo, E.; Sarmiento, R.; Schlesinger, K.; Schwittek, D.; Sisselman, A.; Sofianos, E.; Stein Smith, S.; Tetteh, Bernard K.; Valdovinos, C.; Valentine, Robert T.; Wright, J.; Yavuz, D.; Zerphey, N.

Senators Absent: Bayne, G.; Durodola, S.; Joseph, S.; Muturia, F.; Nwosu, P.; O’Dowd, M.; Ridley, T.

The meeting was called to order by President Daniel Lemons at 3:35 p.m.

1. Approval of the Minutes

The minutes of the March 3, 2021 Senate meeting was unanimously approved.

2. Announcements and Communications

a. Report of the President—

Dr. Lemons announced that the coming Friday, April 9, 2021, would be Prestigious Award Day—a day in commemoration of exceptional students and outstanding work on campus. He also announced that CUNY would be hosting an Anti-Racist Academy workshop on Thursday, April 15th, and Friday, April 16th.

Dr. Lemons recapped that he had been appointed to a new leadership position at CUNY as the Executive Vice Chancellor and University Provost. He reminded that Dr. Fernando Delgado would take on the role as Lehman College president and informed that that transition

40 would take place officially on July 1st. He shared his confidence that this would not only be
41 a smooth transition, but that Dr. Delgado would be fully equipped to step into the presidency.

42
43 Dr. Lemons discussed the State budget:

44 He informed that the budget was a surprising \$18 billion larger than the budget from last
45 year—a 10 percent increase from the governor’s proposed Executive Budget in January. Dr.
46 Lemons explained that as the five percent reduction in aid for FY2022 was now gone, the
47 College would be back to the baseline of the budget approved last April. He detailed that
48 the 2021-2022 funding plan would increase the maximum TAP award by \$500—an addition
49 that would not be enough to fully close the TAP gap. Dr. Lemons added that the bill would
50 require the State to close the TAP gap over a subsequent 3-years. He exemplified the
51 aforementioned by conveying that for the current year, the \$500 TAP award increase would
52 be an addition of \$23 million to CUNY’s budget; and though the TAP gap was
53 approximately \$80 million, it would be expected that the amount left be eliminated, in equal
54 proportions, in the next three years. Dr. Lemons shared the sentiment that such was a
55 positive update and may be considered progressive, as it is an improvement from where
56 Lehman and the University had last been in recent years.

57
58 Dr. Lemons also shared the following good news for students: that there would be a tuition
59 freeze at CUNY and SUNY for the next three years; that there would be provisions to hold
60 students harmless for interruptions in their studies due to COVID-19—interruptions that
61 may otherwise have effected their TAP awards; that there are a couple billion dollars
62 devoted to helping New York residents with rent relief— and an addition two billion
63 allocated for those excluded from federal support; and that there would be subsidized
64 internet for low-income learners offering \$15 dollars a month in affordable services.
65 Although not targeted to students, these funds will no doubt help many Lehman students
66 and their families. Dr. Lemons also reminded that CARES, CRSSA, and ARPA would help
67 students meet expenses as they adapt to the pandemic, and that roughly \$36 million in funds
68 would go to students over the next year or so.

69
70 Dr. Lemons informed that mandatory cost increases—or funds for labor contracts, , fringe
71 benefits, and the like—were not in the budget and have not appeared in the budget for quite

72 some time. He informed that the College would suffer some form of monetary reduction,
73 and may even lose more as a result of those cost increases, despite having gained funds to
74 close the TAP gap. Dr. Lemons also shared that, at a glance, the budget appeared to be flat.
75 He explained that Lehman would have uncovered costs totaling a massive \$3.5 million in
76 unfunded cost increases, which the College budget would be responsible for covering
77 directly. He assured that the College would know more upon a full analysis of the budget.

78
79 Dr. Lemons urged faculty, staff, and students to complete the SPARC training and stressed
80 that faculty and staff complete their training before the deadline on July 30th. He also urged
81 all to get vaccinated and informed that CUNY students were now eligible to be vaccinated.

82
83 **b. Student Legislative Assembly—**

84 Ms. Ali announced that though she had her first vaccination shot, she contracted COVID-19,
85 and informed that the Vice Chair of the Student Legislative Assembly, Ms. Blessing
86 Babalola, would be assisting her with the presentation of the SLA report. Ms. Ali went on
87 to present the proposal to implement the Credit/No Credit (CR/NC) policy for the Spring
88 2021 semester. Ms. Ali informed that she was presenting the same resolution to the body that
89 was approved by the College Senate in the fall of 2020. She further informed that the wording
90 in the resolution had not changed from the one approved in the fall. She urged all to pass the
91 resolution with the expectation that the CR/NC policy would be employed within reasonable
92 restrictions, and with the understanding that students would not use the CR/NC policy
93 irresponsibly.

94
95 Ms. Babalola informed that SLA surveyed students on the CR/NC policy through polls,
96 phone calls, and social media. She informed that the consensus among students was both a
97 need for control and flexibility over their grades, as well as the want to ensure that their
98 academic image is protected, in a time where learning is especially difficult due to
99 complexities brought on by the pandemic. Professor Anne Rice thanked Ms. Babalola and
100 the students for their advocacy; she also requested that the CAEAS Chair, Professor Sandra
101 Campeanu, share the subcommittee's findings from their review of the policy. Prof.
102 Campeanu presented several recommended conditions. Thereafter, many students shared
103 their personal struggles since the onset of COVID-19; the obstacles they faced amid the

104 restructuring of the classroom environment to that of online learning; and expressed how the
105 pandemic, more often than not, hindered their academic progress. The students also urged
106 senators to pass the CR/NC policy and to help safeguard the quality of their academic
107 experience. Several professors voiced their support of the policy as well, including Professor
108 David Hyman, who noted that there was real pain and suffering in each student's experience
109 as well as a recurring theme vocalized by students: that faculty seemed to distrust their
110 intentions. He urged all to think about how the policy will positively affect students in the
111 immediate sense and to be mindful of all that was said when voting on the resolution.
112 Professor Joseph Fera took the time to collectively acknowledge what faculty, staff, and
113 students have done to try and understand the complicated aspects of the issue. He thanked
114 all for their time and effort.

115
116 Dr. Lemons asked Professor Campeanu if she wished to add her deliberations as an
117 amendment to the resolution. Though Professor Campeanu did not offer the considerations
118 as an amendment, some professors—including the Dean of the School of Natural and Social
119 Sciences, Dr. Pamela Mills—shared their concerns about the implications of what the CR/NC
120 policy would mean for students and their future. Dr. Mills motioned to have Prof.
121 Campeanu's recommendations included as an amendment to the resolution. It was seconded
122 and discussion ensued. Prof. Campeanu acknowledged the suffering endured by students and
123 stressed that their pain was never in question; she shared that the goal of the committee had
124 always been to protect students from the long term effects of the CR/NC policy, and was not
125 meant to detract from the difficulties faced by students. Dr. Lemons called for a vote to add
126 the amendment to the resolution. The amendment failed by majority vote.

127
128 Dr. Lemons revisited the main CR/NC resolution. There were no additional questions or
129 comments. Dr. Lemons called for a vote on the resolution as is. The CR/NC resolution was
130 passed by majority vote.

131
132 Dr. Lemons stressed that the College would like for students to succeed and that Lehman is
133 deeply committed to its students. He acknowledged that the past year had been challenging,
134 but reminded all that Lehman was still a community united under its efforts to help students
135 achieve academic excellence.

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See Attachment I

REPORTS OF STANDING COMMITTEES-

1. Graduate Studies

Dr. Pamela Mills presented a proposal for new programs in the Department of Counseling, Leadership, Literacy, and Special Education. The proposal was unanimously approved.

See Attachment II

The next meeting was scheduled for Wednesday, May 5, 2021 at 11:00 a.m. via Zoom.

2. Governance Committee

Professor Joseph Fera presented a slate of three student nominees, as solicited and provided by the Student Government Association (SGA), to fill vacancies on Senate Standing Committees. He opened the floor to additional nominations, questions, and comments. There were none. Dr. Lemons moved to a vote and the slate of nominees were approved by unanimous vote.

Prof. Fera briefed an update on the faculty Senator at-Large nominations process. He informed that the ballots were as confidential as Student Evaluation of Teaching and Learning (SETL) reports and thanked Professor Katherine Burt for her assistance with the process.

Prof. Fera presented a resolution to establish an ad hoc committee of the Lehman College Senate on the best practices for determining class size. He reminded that the class size resolution was an old business matter that was tabled earlier in the semester. Prof. Fera clarified that the purpose of the resolution was not simply to establish an ad hoc committee, but to also charge the committee to (1) review the current practices on the determination of class size at Lehman and (2) recommend best practices for determining class size at Lehman. He opened the floor to discussion. Professor Wendell Cooper added that he met with a group of people to ensure that the conversation, on the determination of class size, began from a collaborative ethos than was first presented. Prof. Cooper

168 assured that the resolution incorporated the feedback from the last College Senate and was crafted
169 to embody the spirit of collaboration at Lehman. He emphasized that the intention of the resolution
170 was to ensure that the voices of all stakeholders are heard. Prof. Fera provided floor rights to the
171 College Executive Counsel, Ms. Bridget Barbera. Ms. Barbera shared her concerns about the
172 language in the resolution on stakeholders; she shared that the resolution did not offer a practical
173 representation on how stakeholder voices would be heard. She suggested that the resolution be sent
174 back to the Governance Committee to detail this part of the resolution. Professor Anne Rice agreed
175 and motioned to recommend that that portion of the resolution be referred to the Governance
176 Committee for revision. It was seconded. Prof. Cooper offered a solution: an amendment that would
177 address the concerns presented. Prof. Rice withdrew her motion in the interest of discussing Prof.
178 Cooper's amendment. Prof. Cooper motioned to amend the resolution as follows:

179 Be it further resolved that, to ensure that all stakeholders have a voice and to insure
180 inclusivity, that the committee make a concerted effort to include a representative from
181 each school, students, full time faculty, part time faculty, registrar office, and enrollment
182 management at each meeting.

183
184 The amendment was seconded and the floor was open to discussion. There were no questions or
185 comments. Dr. Lemons moved to vote on Prof. Cooper's amendment. It was approved by unanimous
186 vote.

187
188 Dr. Lemons revisited the original resolution—to establish an ad hoc committee of the Lehman
189 College Senate on the best practices for determining class size. He moved to vote on the resolution
190 with the inclusion of Prof. Cooper's amendment. There were no questions or comments. The
191 amended resolution was approved by unanimous vote.

192
193 See Attachment III

194
195 The next meeting was scheduled for Thursday, April 22, 2021 at 9:00 a.m. via Zoom.

196 **3. Committee on Admissions, Evaluations and Academic Standards**

197 Professor Sandra Campeanu presented a resolution for a posthumous degree for the late Mr. Peterson
198 Napoleon. The resolution was approved by unanimous vote.

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See Attachment IV

4. Undergraduate Curriculum

Professor Lynn Rosenberg presented proposals for curriculum changes in the following departments: Biological Sciences, History, Sociology, and Health Sciences. All presented proposals were unanimously approved.

Prof. Rosenberg informed that the committee was charged with putting forth three names to serve on the Common Core Course Review Committee (CCCRC), which reviews courses for Pathways, general education, and the common core. She apprised that the following individuals, as solicited and provided by the College Deans, were nominated to serve on the CCCRC: Professors Deirdre O'Boy from the Department of English, Chen-Yun Lin from the Department of Mathematics, and Vincent Prohaska from the Department of Psychology. There were no questions or comments. Dr. Lemons moved to a vote and the slate of nominees were approved by unanimous vote.

See Attachment V

The next meeting was scheduled for Wednesday, May 5, 2021 at 1:00 p.m. via Zoom.

5. Academic Freedom:

Professor David Manier presented guidelines on mental health issues related to student disclosures and asked that the Office of the Provost disseminate the information to the campus community. The floor was open to discussion and discussion ensued. There were some concerns about whether the guidelines would be appropriate, as such may have professors act outside of the area of their own expertise. Many, including Ms. Sumana Ali, assured that the guidelines were an important resource that should be made accessible to students. Ms. Ali suggested additional ways in which to disseminate the guidelines as a resource, including the creation of a student government position directed towards mental health services and posting the guidelines to Blackboard. Dr. Lemons moved to a vote. The guidelines were approved for dissemination to the Office of the Provost by majority vote.

231 Prof. Manier thanked Mr. Steven Castellano for agreeing to make the guidelines accessible on
232 Blackboard.

233

234 See Attachment VI

235

236 **6. Library, Technology, and Telecommunication**

237 Mr. Steven Castellano brought announcements from the Library, Division of Information
238 Technology, Online Education, and concerning Blackboard.

239

240 See Attachment VII

241

242 The next meeting was scheduled for Wednesday, April 28, 2021 at 11 a.m. via Zoom.

243

244 **7. Campus Life and Facilities**

245 There was no report. Professor Jennifer Collett informed that the committee collected over 130
246 COACHE survey responses—the results of which, she informed, would be analyzed and presented
247 at the next meeting of the College Senate.

248

249 The next meeting was scheduled for Wednesday, May 5, 2021 at 2:00 p.m. via Zoom

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251 **8. Budget and Long-Range Planning**

252 There was no report.

253

254 The next meeting was scheduled for Wednesday, April 21, 2021 at 1:00 p.m. via Zoom

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256 **9. University Faculty Senate Report**

257 Professor Judith Duncker briefed on the March 23rd Plenary Session of the University Faculty
258 Senate.

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260 See Attachment VIII

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262 The next Plenary Session was scheduled for Tuesday, May 11, 2021 at 6:30 p.m. via Zoom.

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4. Report of Ad Hoc Committee

a. Report of the Academic Assessment Council—

Dr. Victor Brown provided an update on the activities of the Academic Assessment Council Ad-Hoc Committee.

See Attachment IX

The next meeting was scheduled for Tuesday, April 6, 2021 at 2:00 p.m. via Zoom.

Old Business----Tabled resolution on class size.

See Governance Committee report.

New Business----None.

ADJOURNMENT

President Lemons adjourned the meeting at 6:47 p.m.

Respectfully submitted:

Cynthia Cessant



Lehman College Senate

Approved by SGA Executive Board March 29, 2021

RESOLUTION REGARDING IMPLEMENTATION OF CREDIT/NO CREDIT GRADING POLICY SPRING 2021 SEMESTER

WHEREAS, the Center for Disease Control and Prevention (CDC) confirmed that Covid-19 disproportionately affects communities of color;

AND WHEREAS Covid-19 rates, hospitalizations, and deaths have continued since that announcement; AND WHEREAS, CUNY's Fall 2020 "Covid-19 Flexible Grading Policy was designed in consultation with campus Presidents, Deans, the University Faculty Senate, the University Council of Registrars, and the University Student Senate to provide students with maximum flexibility during the ongoing and challenging transition of all courses to distance learning;"

AND WHEREAS, constituent outreach conducted by the Lehman College Student Government Association found that the online transition at Lehman College in the Fall term continued to be a significant hardship for many Lehman students because of the use of technology and also because students are suffering financially, and emotionally because of Covid-19;

AND WHEREAS, Lehman College must safeguard its mission for educational accessibility and success to all, including communities of color;

AND WHEREAS, the Chancellor has the discretion to review and extend the policy as necessary to meet public health emergency policies and practices;

AND WHEREAS, the Lehman College Governance Documents give the College Senate, "subject to the authority and Bylaws of the Board of Trustees, . . . responsibility for the formulation of academic policy," including "grading practices and standards";

AND WHEREAS, the Lehman College Senate on December 2, 2020, passed a resolution providing in part "that during the Fall 2020 semester, all students shall have the option to convert any or all letter grades they earn in their classes to CR/NC grading";

AND WHEREAS, the CUNY Chancellor subsequently, on December 7, 2020, decreed that the colleges Would have the option to "(1) Allow the use of CR/NC grades for all Fall 2020 courses as in the Spring 2020 term" or "(2) Allow the use of CR/NC grades for all Fall 2020 courses except those the college designates to be excluded";

AND WHEREAS, Option 2 above did not exist at the time the Lehman College Senate approved its resolution on December 2, 2020;

AND WHEREAS, the President of Lehman College, after consultations with student and faculty governance leaders, selected Option 2, with a short list of courses not eligible for CR/NC grades to be determined;

AND WHEREAS, there is not enough evidence of students facing negative consequences in regards to financial aid and graduate school applications.

AND WHEREAS, in offering options for a CR/NC policy the chancellor stipulated “due consideration to issues concerning academic progression, accreditation and licensure requirements, transferability of credits, and financial aid eligibility, among others deemed to be important to their respective campus communities,”

THEREFORE, be it resolved that the Lehman College Senate approves the CR/NC Policy for Spring 2021,

AND be it resolved that the Lehman College Senate approves excluding any and all courses from the Spring 2021 CR/NC grading policy if letter grades in those courses are necessary for licensure or accreditation purposes;

AND Be it further resolved that the Lehman College Senate charges its Committee on Admissions, Evaluations, and Academic Standards (CAEAS) with reviewing and approving any and all other course exclusions to the Spring 2021 CR/NC policy. This list shall be forwarded to the President;

AND Finally, be it resolved that the list of each course excluded from the Spring 2021 CR/NC policy shall be published along with its rationale for being included on said list.



GOVERNANCE COMMITTEE
Senate Report
April 7th, 2021

1. Standing Committees Student Vacancy Nominations
 - a. Undergraduate Curriculum Committee: Bernard Kwapong-Tetteh
 - b. Budget & LR Planning: Stephan Joseph
 - c. Governance Committee: Caleb Kim

2. Faculty Senator At-Large Nomination Ballots
 - a. All Senator-At Large Terms Expire End of This AY
 - b. Two Rounds: Nomination & Election
 - c. Nomination Round (Email): April 5th – April 19th
 - d. Nomination Ballot Sent Out By katherine.burt@lehman.cuny.edu.
 - e. Done Through LimeSurvey; All Confidential.
 - f. FT Faculty, PT Faculty, HEOs/CLTs Participate

3. Resolution: Ad-Hoc Committee on Best Practices For Determination For Class Size
 - a. Establishes An Ad-Hoc Committee on Best Practices For Determining Class Size
 - b. 2 Charges: Review Current Practices and Recommend Best Practices at Lehman
 - c. Chaired by Professor Wendell Cooper (MX)
 - d. Open Membership
 - e. Takes Current Resolution Off The Table

4. Next Governance Committee Meeting: April 22nd at 9am via Zoom

Lehman College Senate

RESOLUTION TO ESTABLISH AN AD HOC OF THE LEHMAN COLLEGE SENATE ON BEST PRACTICES FOR DETERMINING CLASS SIZE

WHEREAS, the Lehman College Senate has the authority to create ad hoc committees for specific purposes and in accordance with Article IV, Section 3 of the Lehman College Senate Bylaws; and

WHEREAS, the Lehman College Senate may form ad hoc committees by appointment also in accordance with Article IV, Section 3 of the Lehman College Senate Bylaws; and

WHEREAS, according to Article I, Section 1 of the Lehman College Senate Bylaws, the Lehman College Senate is committed to practices and procedures that achieve the goals of the college, promote the total educational program, and protect the academic freedoms of all campus constituents; and

WHEREAS, the Lehman College Senate acknowledges that the issue of class size exists within the context of a larger ecosystem (budget constraints, pedagogy, etc.) and also views faculty, students, and administrators as equal stakeholders in an effective, sustainable, equitable, and strategic process by which class size is determined;

NOW, THEREFORE BE IT RESOLVED that the Lehman College Senate establishes an ad hoc committee on Best Practices for Determining Class Size to be chaired by Professor Wendell Cooper (MX) with membership open to all members of the campus; and

BE IT FURTHER RESOLVED that the ad hoc committee on Best Practices for Determining Class Size shall:

- Review and report on current practices regarding the determination of class size at Lehman College.
- Recommend a collection of best practices by which class sizes are determined while taking into account issues of sound pedagogy, finances, equity, and College resources.

BE IT FURTHER RESOLVED that the Lehman College Senate shall take the current resolution on class size off the table and refer it to the ad hoc committee on Best Practices for Determining Class Size; and

BE IT FURTHER RESOLVED that the ad hoc committee on Best Practices for Determining Class Size shall report to the Lehman College Senate at least one time per semester; and

FINALLY, BE IT RESOLVED that the ad hoc committee on Best Practices for Determining Class size will be dissolved by the Lehman College Senate upon completion of its work.

Committee on Admissions, Evaluations and Academic Standards (CAEAS) Report

Senate Meeting: April 7, 2021

The CAEAS committee met on March 10 at 4-5pm and had a quorum present.

The committee heard a proposed resolution for a posthumous degree conferral. The committee voted unanimously to approve the posthumous degree and brings it to the Senate floor for a vote.

The committee discussed the CR/NC resolution that was referred to CAEAS at the last Senate meeting. The committee voted unanimously to charge a subcommittee, whose members were suggested by the Provost and included representatives from each school, the registrar's office, the library and student government, with gathering information about pros and cons of a CR/NC resolution this semester and as a standing policy. The subcommittee will report their findings to CAEAS. In addition, the CAEAS committee edited, finalized and voted unanimously to send a survey to all students about their thoughts on a CR/NC policy.

The subcommittee met twice (March 15 and March 24) to discuss implications of a CR/NC policy. The subcommittee has gathered some information from the Registrar's office and Financial Aid, but more information from Financial Aid and Institutional Research is still outstanding. The student survey was also sent out and responses are due April 4. The subcommittee will meet again after this date to look at student responses and the outstanding information from Financial Aid and IR, and then will make their recommendations to CAEAS.

Resolution: Posthumous Degree - Mr. Peterson Napoleon

WHEREAS, Herbert H. Lehman College of The City University of New York shares with the family and friends in the loss and memory of Mr. Peterson Napoleon; and

WHEREAS, Peterson Napoleon, age 31, was a senior Political Science major at Lehman College and in excellent academic standing, had completed 109 credits, with a 3.8 GPA, and all of the requirements for the Political Science major and would have completed the 120 credits required for expected graduation date of May 27, 2021; and

WHEREAS, Peterson Napoleon was deeply focused on his academic goals, never allowing his life challenges to stop him from completing his degree with goals of moving on to graduate and professional schools after his graduation from Lehman College; and

WHEREAS, Peterson Napoleon was a caring, committed, and dedicated member of his community; and

WHEREAS, Peterson Napoleon was rushed to the hospital in December of 2020 because he had suffered a stroke as a result of a massive brain infection caused by COVID-19. His condition gradually deteriorated and after several weeks of hospitalization, he passed away on 18 February 2021; and

WHEREAS, the faculty of the Department of Political Science have requested that Peterson Napoleon be awarded a posthumous degree; and

WHEREAS, the Chair of the Department of Political Science and the Interim Dean of the School of Natural and Social Sciences have recommended that Peterson Napoleon be awarded a posthumous degree; and

WHEREAS, the Provost has reviewed the recommendation and supports the granting of a posthumous degree to Peterson Napoleon; and

WHEREAS, the Committee on Admissions, Evaluation and Academic Standards has reviewed the recommendations and supports awarding a posthumous degree to Peterson Napoleon; therefore, it be

RESOLVED, that the Herbert H. Lehman College Senate, comprised of faculty, students, and administrators, hereby recommends that Interim President Daniel Lemons confer a posthumous Bachelor of Arts Degree to Mr. Peterson Napoleon.

Senate Meeting – April 7, 2021

Proposed Graduate Studies Report

On behalf of the Graduate Studies Committee, I would like to put forth proposals from the following department:

Department of Counseling, Leadership, Literacy and Special Education

- New program: Master of Science in Mental Health
- New program: Advanced Certificate in Literacy, 5-12 grades (leads to New York State certification)
- New program: Advanced Certificate in Literacy, B-6 (leads to New York State certification)

Does anyone have any questions and/or comments? All those in favor say I. Anyone opposed? Any abstentions?

Our next meeting will be on **May 5 at 11 a.m. via Zoom.**

**LEHMAN COLLEGE
OF
THE CITY UNIVERSITY OF NEW YORK**

PROPOSAL TO ESTABLISH A PROGRAM IN
COUNSELOR EDUCATION: CLINICAL MENTAL HEALTH COUNSELING
LEADING TO THE
MASTER OF SCIENCE DEGREE

SPONSORED BY
**DEPARTMENT OF COUNSELING, LEADERSHIP, LITERACY,
AND SPECIAL EDUCATION (CLLSE)**
Approval: February 3, 2021

APPROVED BY
LEHMAN COLLEGE FACULTY SENATE
Approval: April 7, 2021

College Representative:

Dr. Serigne Gningue (Executive-in-Charge, School of Education)
718.960.8262
Serigne.gningue@lehman.cuny.edu

Contact Person:

Dr. Laura Roberts
Associate Professor, Counselor Education Program
Department of Counseling, Leadership, Literacy and Special Education
718.960.8119 (phone)
laura.roberts@lehman.cuny.edu

Provost's Signature:

Provost's Name: Dr. Peter Nwosu

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EXECUTIVE SUMMARY

The 60-credit Master's Degree in Counselor Education: Clinical Mental Health Counseling is designed for students to work with individual clients, groups, and the community to achieve mental health and emotional well-being, overcome obstacles, improve coping and decision-making, and establish and enhance relationships.

Mental health is a major concern in the U.S. According to the Bronx Community Health Dashboard, in comparison to other boroughs, the Bronx takes the lead when it comes to reports of individuals with serious psychological distress, with the majority of Bronxites in need living in underserved neighborhoods with a shortage of mental health professionals. Lehman College is well-positioned to help address this important issue through the proposed graduate degree program in Clinical Mental Health Counseling (MS-CMHC). According to a recent poll of 279 students currently enrolled in undergraduate programs at Lehman, over 80 percent expressed interest in pursuing a graduate degree in Mental Health Counseling (see Appendix C). This is especially promising as most Lehman students are Bronx residents and likely seek employment opportunities in Bronx neighborhoods serving residents in greatest need of mental health services.

The proposed program offers a unique opportunity for non-traditional or adult learners who wish to pursue a graduate degree in Clinical Mental Health Counseling while simultaneously managing full-time employment and family commitments. The MS-CMHC caters to the needs of adult learners who currently work in the field of mental health and students interested in making a career change. This program will be offered full-time to students using a hybrid format providing a mixture of face-to-face and online instruction. All in-person class meetings will be scheduled on weekends with asynchronous instruction available online for students to access at any time. Following a specific course sequence, students attend classes year-round on a full-time basis and graduate in two years. The accessibility of this program with flexible instruction and accelerated format will attract learners from the Bronx and the greater metropolitan area, New Jersey and Connecticut residents.

There are several MS degree programs in Clinical Mental Health Counseling in CUNY but none are in the Bronx. All other CUNY programs are delivered solely in person at traditional brick-and-mortar campuses during weekdays/evenings. In addition to being the only hybrid, weekend program, the proposed MS degree program offers another unique feature: problem-based learning. Focusing on the theme of "Advocacy and Leadership for Equity in Mental Health Counseling," students will create projects in one of five specialty areas:

- Bilingual Migrants and Immigrants
- Children and Adolescents
- Couples and Families
- Intersectional Identities: Anti-Racism, Anti-Oppression
- Trauma

The MS-CMHC program outcomes are as follows:

- Prepare candidates to engage in ethical counseling practices with respect to social and cultural diversity, human growth, career development, family systems, group work, assessment, and research;
- Prepare candidates who utilize an array of mental health counseling skills to conduct clinical assessments, evaluation, diagnosis, treatment planning, and intervention that address issues of diversity and promote advocacy and leadership and equity;
- Prepare candidates to be license eligible as mental health counselors in New York State
- Prepare candidates with professional counseling dispositions demonstrating intrapersonal awareness, personal reflection, self-care, and professionalism who adhere to ethical and legal standards when engaging in counseling and counseling-related duties;

ABSTRACT

Lehman College of the City University of New York proposes a full-time, cohort-based, 60-credit, Master's degree program in Clinical Mental Health Counseling. Students will attend the program full-time, year-round for two years and upon completion, they will be eligible to pursue New York State licensure in Clinical Mental Health Counseling. The program is intended to prepare students to work in varied environments such as private practice, substance misuse counseling, not-for-profits, community-based organizations, business, government agencies, and healthcare. It will provide opportunities for high-quality, accessible, and affordable graduate education in mental health counseling for residents in the Bronx and surrounding areas.

The proposed program provides a unique experience for the adult learner. Using a project-based learning framework, students will acquire the knowledge and skills essential for navigating the complexity of issues and systems impacting the emotional well-being of individuals, families, and communities. Students will choose an area of specialization and develop skills for promoting advocacy, leadership, and equity for social justice through a series of projects in specific courses. The program's multimodal pedagogical approach includes synchronous, asynchronous, and in-person instruction where students engage in varied experiences such as self-directed, experiential learning activities and clinical intensives.

While there are other MS degrees in Clinical Mental Health Counseling in CUNY, none are in the Bronx offered as fully hybrid nor on weekends. The clinical mental health programs offered by private institutions are more costly, none are hybrid, and none are offered on weekends.

PURPOSE AND GOALS

Purpose

The purpose of the proposed two-year, full-time, cohort-based, 60-credit MS degree in Clinical Mental Health Counseling program at Lehman College is to prepare students to assume positions in mental health in varied fields such as community-based organizations, health care centers, K-12 schools, university counseling centers, private practice, employee assistance programs, and not-for-profit organizations. The program will provide opportunities for high-quality, accessible, and affordable mental health education and treatment for residents in the Bronx and surrounding areas. Currently in the Bronx and surrounding areas, there is no public institution with a full-time, accelerated MS degree in Clinical Mental Health Counseling offered as hybrid with courses scheduled on weekends.

The MS-CMHC program will be housed in the Department of Counseling, Leadership, Literacy, and Special Education (CLLSE) in the School of Education (SOE) and will be the second master's degree program offered in Counselor Education. The current program is a 60-credit master's degree in School Counseling and is nationally accredited by The Council for Accreditation of Counseling & Related Educational Programs (CACREP).

The design of this MS-CMHC program has been informed by multiple sources:

- Feedback from Lehman's CACREP-accredited Counselor Education program Advisory Council consisting of Lehman faculty, students, and alumni professionals in school and mental health counseling with expertise and experience in multiple states and settings.
- Trends in higher education.
- Lehman's 50+ years of experience administering a Counselor Education: School Counseling M.S.Ed. program including over 12 years with CACREP accreditation.
- Employment hiring trends.
- Identification of best practices in MS, M.S.Ed., and MA programs in Counselor Education and Clinical Mental Health Counseling from multiple programs reviewed in a competitive scan
- Input from students and graduates of the Lehman Counselor Education: School Counseling M.S.Ed. program and other related graduate programs.

CACREP Aligned

The curriculum is constructed to ensure success in varied job sectors for anyone looking to provide mental health counseling services in settings such as: Mental health counseling clinics, hospitals, private practices, and intervention facilities. Students will be prepared for positions with representative titles including: clinical mental health counselor, behavioral counselor, medical director, clinical social worker, family/school/general social worker, family therapist, program manager, clinical case manager, social services manager, mental health navigator, and customer services representative. Course resources represent scholarship from a wide range of disciplines that contribute to the general praxis of mental health counseling, including psychology (e.g., child and developmental psychology, psychopathology, abnormal psychology), social sciences, social justice, research methods, and statistics.

The pedagogical content of the courses integrates practice with theory, and course objectives are aligned with the SOE's *Lehman Urban Transformative Education* (LUTE) conceptual

framework. The proposed courses emphasize self-assessment and reflection, critical thinking, decision-making, problem-solving, application of research, and fieldwork practice in a practicum and internship in mental health counseling that ensure theory to real-world application. Through a hybrid format, students will meet program goals with interactive, collaborative, transformational learning experiences.

Program Goals

1. Prepare candidates who conceptualize the historical, philosophical, and organizational aspects of the counseling profession including legislation and governmental policies to apply advocacy and leadership skills challenging institutional and social barriers preventing access, equity, and wellness.
2. Prepare candidates who recognize power, privilege, oppression, and anti-racism who engage in culturally responsive treatment planning and therapeutic decision-making practices, and who commit to regular intersectional exploration (and self-exploration) of cultural variables including: race, ethnicity, social class, gender, sexual orientation, gender identity/expression, immigration, language, spirituality/religion, differences in ability, family type, and appearance ensuring counseling treatment is culturally relevant and equitable.
3. Prepare candidates who integrate human development theory in case conceptualization and treatment planning including the biological, psychological, systemic, and cultural factors influencing personality and development.
4. Prepare candidates who employ strategies for examining the personal characteristics, interests, aptitudes, work-related values, resources and cultural identities in career development using research-based methods for career planning.
5. Prepare candidates who possess essential counselor characteristics, leadership, interviewing, and case conceptualization skills using counseling theories, models, and strategies for understanding and engaging with clients.
6. Prepare candidates who can identify theoretical foundations of group counseling and group work and apply ethical and culturally relevant strategies for recruiting and screening members and organizing and facilitating groups.
7. Prepare candidates to use assessments for diagnostic purposes in ethical and culturally responsive ways, including how to identify trauma, abuse, and intervention planning and for reporting abuse or potential harm.
8. Prepare candidates to analyze and use data in counseling and engage in ethical and culturally responsive practices conducting, interpreting, and reporting results in program evaluation.
9. Prepare candidates to discuss etiology, nomenclature, treatment, referral, and prevention of mental, emotional and substance use disorders, and apply knowledge and skills for navigating the Diagnostic and Statistical Manual of Mental Disorders (DSM-V) and identifying diagnoses.
10. Enhance candidate knowledge and understanding of professional counseling credentialing, including certification and licensure, accreditation practices and standards, legal and ethical considerations, and policies such as record keeping, third-party reimbursements, and HIPAA.
11. Prepare candidates to conduct comprehensive intake interviews for treatment planning and employ techniques and interventions for prevention and treatment of the full range of mental health issues in individuals, couples, and families.

Career Objectives

Develop the abilities of program graduates to:

- Work with individuals, groups, couple, families and communities to improve mental health.
- Encourage clients to discuss emotions and experiences.
- Help clients define goals, action plans, and gain insight.
- Examine issues including: aging, anger management, anxiety, bullying, careers, depression, family dynamics, LGBTQ issues, relationships, self-image, stress, substance abuse, suicide, and trauma.
- Develop therapeutic processes.
- Refer clients to psychiatrists, psychologists and other mental health services when appropriate.
- Embrace a holistic (mind, body, spirit) approach to mental-health care.
- Qualify for mental health counseling positions in non-profit, government, community-based, healthcare, business, and school and college settings.
- Form collaborative relationships with community, family, and school partners.
- Make life-long commitments to grow intellectually, ethically and professionally through critical and reflective practice, community service, and membership and leadership roles in professional counseling organizations.

Faculty Expertise and Support

Within CLLSE, there are excellent, qualified faculty members with degrees, skills, and/or experience to teach in the MS-CMHC program. Since the MS-CMHC program is designed to meet mental health counseling needs in local communities, an integral program component is giving students practical education and hands-on experience required to meet local community-based needs. This component is integrated in the program through a practicum and two internships totaling 700 hours. This blend of practical experience with a strong academic and research foundation meets the needs of MS-CMHC students.

Effect of the Programs on the College and the School of Education and Ways the Programs Complement Current Lehman Programs

The program differs in content and process from the SOE's existing graduate programs and from other graduate programs offered elsewhere at Lehman College. It will not lessen enrollment goals of the college's graduate programs. Instead, it offers a new educational path to people who might not otherwise consider the SOE as an option for Master's- level study thereby increasing graduate enrollment.

Using a project-based learning framework, students will engage in critical thinking and investigate advocacy in mental health counseling in one of the following areas:

- Bilingual Migrants and Immigrants
- Children and Adolescents
- Couples and Families
- Intersectional Identities: Anti-Racism, Anti-Oppression
- Trauma

Because of the myriad complexities associated with these areas, growing attentiveness to mental health challenges due to structural changes in society, and a greater focus on employment-to-education pathways, the program will draw students from varied undergraduate majors. It will extend the learning path for students enrolled in Lehman undergraduate programs, undergraduate programs at other CUNY campuses, and students with undergraduate degrees from accredited programs with aligned interests in the NYC metropolitan area. See Table 1 for 2018 graduates from potentially aligned undergraduate programs from Lehman College and other regional institutions.

**Feeder Programs for Potential Students
2018 Bachelor Graduates, by CIP Code**

2-digit CIP Code	Bronx Only		NY Metro Area*		
	Lehman	All	All	Public	Private
Area, Ethnic, Culture, Gender Studies	31	91	615	326	289
Education Programs	8	86	1,865	988	877
Family and Consumer Sciences/Human Sciences	0	0	202	51	152
Liberal Arts, General Studies, Humanities	3	23	2,192	1,754	438
Multi/Interdisciplinary	0	129	1,292	633	659
Parks, Rec, Leisure, Fitness Studies	62	67	542	228	314
Philosophy and Religious Studies	20	109	576	202	374
Theology, Religious Vocations (all Jewish)	1	1	1,096	0	1,096
Psychology	133	431	6,599	4,421	2,178
Public Administration and Social Services	149	189	1,160	696	464
Social Sciences	347	947	7,474	3,886	3,588
Health Professions and Related Programs	713	1155	8,231	3,704	4,527
Total	1,467	3,228	31,844	16,889	14,955

* Five 5 boroughs, Westchester, Nassau, Suffolk counties

Source: Burning Glass Graduates by CIP Code, "Program Completion and Student Demand"

Table 1: Potential Lehman College and Other Institution Feeder Programs

This is a viable, marketable audience. According to Online College Students 2019, the latest iteration of an annual study from the Learning House, its parent company, Wiley Education, and Aslanian Research, 67 percent of respondents said they lived within 50 miles of a campus or service center of the college where they study.

Relationship of the Program to the Mission of the College

The proposed MS-CMHC program is supported by the Lehman College mission statement, as seen in the 2010-2020 Strategic Direction document:

Lehman College will prepare students to live and work in the global community through new interdisciplinary programs...numerous partnerships with schools, hospitals, social service and governmental agencies, small businesses, major corporations, and cultural and scientific

institutions will contribute to the economic development of the region...foster the engaged citizenship and commitment to public service embodied in its namesake, Herbert H. Lehman.

The Lehman MS-CMHC program is perfectly aligned with the mission of the college in that it seeks to accomplish the following:

- Provide students with the knowledge and skills that will enable them to be effective licensed practitioners in varied organizations.
- Provide organizations in the region with graduates who have developed their abilities to perform clinical mental health counseling functions effectively.
- Help accomplish the mission of Lehman College, which is to provide professional degree programs and afford opportunities to develop skills and competencies needed in Bronx workplaces.

Potential Quality of the Programs in Relation to Comparable Programs in CUNY and outside the University

Programs that adhere to licensure requirements must adhere to strict curriculum guidelines. But there is room for innovation in the way the program is delivered and the student experience.

Currently, all CUNY CMHC programs are delivered in traditional on-campus bricks-and-mortar formats. The increased demand for programs *designed to be delivered online or hybrid* is a trend across higher education. Online courses in hybrid programs are created with completely different methodologies and tools than traditional classroom courses. These virtual courses are carefully designed to deliver a learning experience that does not depend on being face-to-face with the instructor. Classroom courses, however, are designed to capitalize on real-time interaction between the students and the instructor in a group setting (Hodges, et al., 2020). Lehman has designed and will deliver a structured hybrid program to accommodate learner demands for more accessible delivery. This program delivery flexibility will draw students from the Bronx, Westchester and other upstate counties, and an option for Connecticut and New Jersey residents.

NEED AND JUSTIFICATION

Needs of the Community

Several prominent medical centers in the Bronx have conducted health needs assessments within the Bronx. In 2016, Montefiore published a report (Montefiore Medical Center, 2016) that stated mental health was among the most important community health priorities. They also reported a shortage of mental health professionals in the Bronx. This is alarming considering that since March of 2020, the COVID-19 pandemic has ravaged the Bronx with 3,400 lives lost to COVID-19, 10 percent of all deaths in New York State. Unexpected loss can be traumatic for those left behind, complicating the grieving process, and left untreated, grief can lead to serious mental health issues (Cardoso, 2018).

According to US Census data (2017), 36% of Bronx residents were living below poverty prior to the pandemic with areas such as the South Bronx among the poorest communities in the nation. The pandemic led to increases in stress, anxiety, and depression, which is more prominent in Latinx adults who have experienced additional job loss (Magas, 2020). According to the *New*

York Times (2020), the pandemic has made the greatest impact in Bronx neighborhoods where residents, primarily people of color, are amongst the lowest paid and already living in poverty. The 2019 novel coronavirus (COVID-19) has highlighted social disparities in the United States. Litam & Hipolito-Delgado (2021) examined how preexisting racial and ethnic disparities, exacerbated by COVID-19, have negatively affected communities of color that tend to be overrepresented in lower socioeconomic groups with limited access to health care and education, undocumented status, and work in essential jobs and the need for counselors to attend to specific cultural considerations, crisis management, and creative interventions at an appropriate social distance and the need for counselors to instill hope in their clients by promoting sociopolitical development. As the impact of COVID-19 will be felt for years they stated counselors must be prepared to address the needs of those disproportionately affected (Litam & Hipolito-Delgado, 2021).

Needs of the Profession

Demand for degrees can be inferred from degree requirements identified in job postings. Burning Glass is an analytics job-posting aggregating-data software company that captures job-posting information to provide real-time data on job growth, skills in demand, and labor-market trends. The structure of the MS-CMHC program is driven by needs in the marketplace defined by the jobs available and the skills associated with these jobs captured in the Burning Glass database. The project-based learning orientation of the program facilitates a dual focus on underlying content - as mandated by licensing requirements - and demonstrable skills - as mandated by licensing requirements AND reflected by job demand in the marketplace. This allows students to apply clinical mental health counseling coursework and fieldwork where they seek to practice and in job roles that support their career objectives.

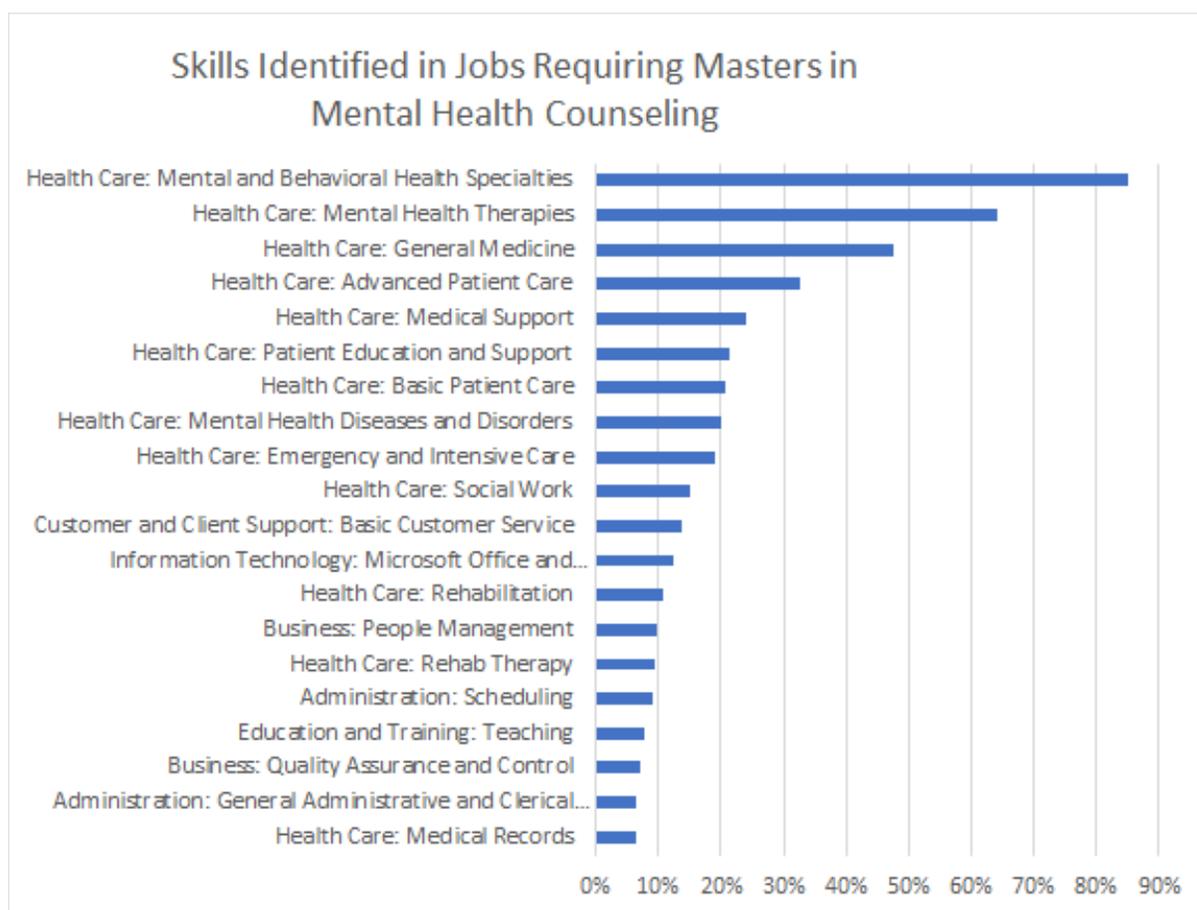


Figure 1 (Source: Burning Glass, November 17, 2020)

To identify key skills required of mental health counseling graduates, data were gathered for nearly 12,000 jobs in the Burning Glass nationwide database for job postings that included an educational requirement of a master's-level degree in mental health counseling (n=11,886) as of November 2020. 200 skills were identified in these job postings. Figure 1 lists the top 20 skills found in these postings and the corresponding percentage of job postings with the corresponding skill. For example, the skill “Mental and Behavioral Health Specialties” was listed in nearly 85% of the job postings in the Burning Glass database whereas “Medical Records” was listed in about 7%. Lehman’s MS-CMHC is designed with these job skill requirements to assure that graduates meet the current job needs of the mental health profession.

According to the *National Projections of Supply and Demand for Selected Behavioral Health Practitioners: 2013-2015* report, there will be a shortfall of 16.9-48.5K Mental Health and Substance Abuse Social Workers by 2025 (National Center for Health Workforce Analysis, 2013). Since this report was published, the underlying assumptions used in this analysis have changed drastically with the COVID-19 pandemic. This new reality has put additional demands on mental health provider networks: Demand for mental health and addiction treatment services has increased significantly since the pandemic began in the USA in March, 2020 (National Council for Behavioral Health, 2020).

These trends have created an increasing demand for clinical mental health counseling professionals. The five boroughs of New York City and Westchester County have seen this unfolding by the number of job postings. According to the Burning Glass database, this trend has been borne out over five years as shown in Table 2 below. There has been a 173% increase in job postings for *Mental Health Counseling* professionals with both a New York State license and a Master's degree (from 357 to 975). In the most recent year, this increase has been 18.7% (from 806 to 957).

Mental Health Counseling Professionals Job Postings, Annual 2015-2020

Time Period	Job Postings
Oct. 1, 2019 - Sep. 30, 2020	957
Oct. 1, 2018 - Sep. 30, 2019	806
Oct. 1, 2017 - Sep. 30, 2018	567
Oct. 1, 2016 - Sep. 30, 2017	520
Oct. 1, 2015 - Sep. 30, 2016	375

Table 2 (Source: Burning Glass, October 29, 2020)

These professionals are hired to fill varied positions (Figure 2) across diverse job sectors (Figure 3). The average salary posted in these job listings for professionals with a NYS license is \$52,197. For those with the addition of a Master's degree, the average starting salary is \$64,401.

Top Ten Job Titles for Mental Health Counseling Professionals

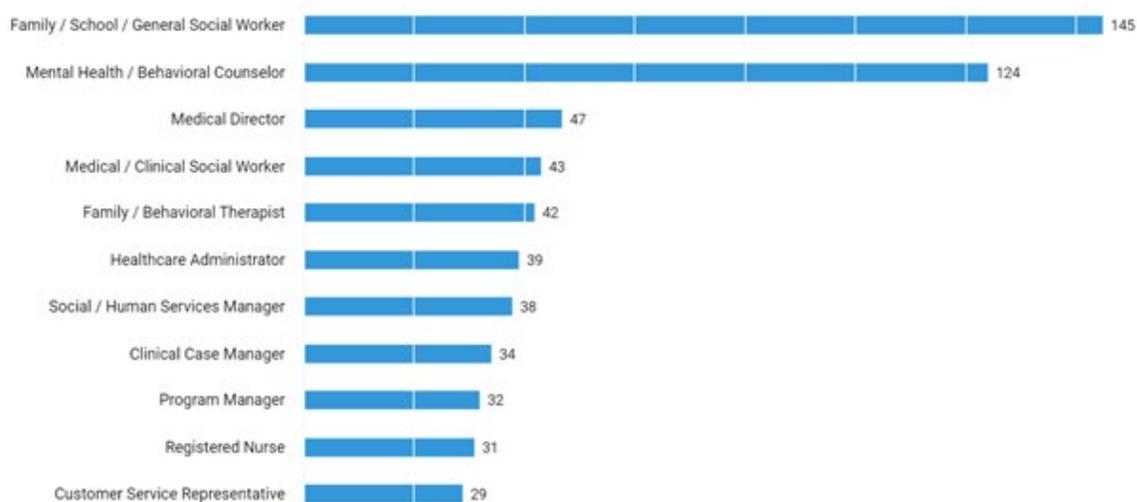


Figure 2 (Source: Burning Glass, October 29, 2020).

Top Ten Industries Hiring for Mental Health Counseling Professionals

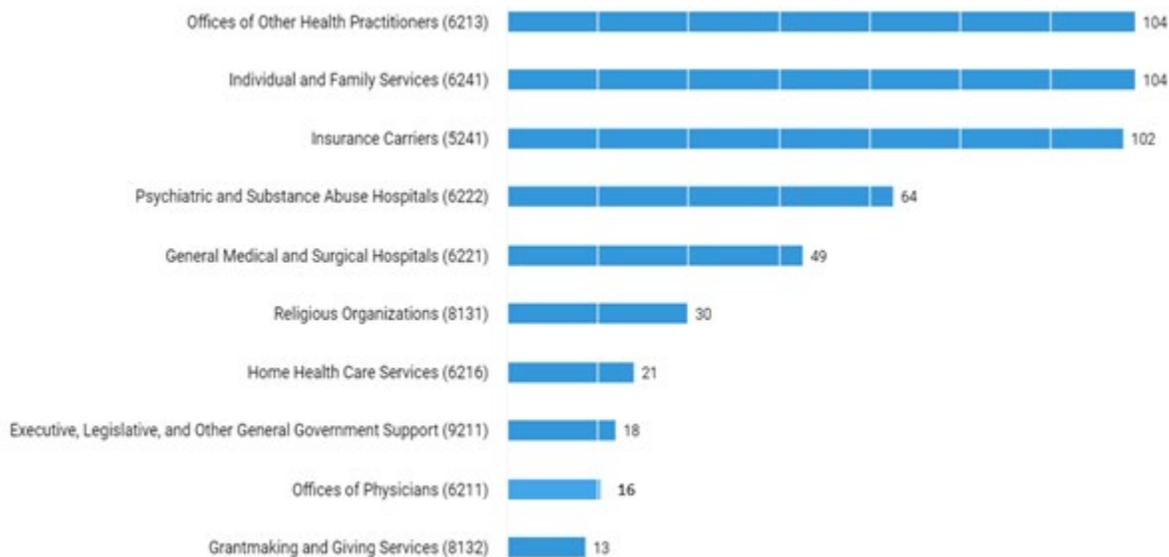


Figure 3 (Source: Burning Glass, October 29, 2020)

Needs of the College

The proposed program will utilize current Lehman College faculty who are available to teach. Lehman has been a leader in CUNY, successfully offering online and hybrid programs to meet the needs of students. It has processes and resources for supporting faculty in developing and delivering online and hybrid courses in accordance with best practices in online education. The Clinical Mental Health Counseling MS program will leverage expertise Lehman has established through hybrid delivery of the CACREP-accredited, part-time Counselor Education: School Counseling M.S.Ed. program.

By offering a hybrid, full-time, accelerated program, Lehman will accommodate the needs of working students who can complete the program in less than two years in a weekend format. It will appeal to professionals employed in the Bronx and in neighboring communities and to individuals employed outside the area. Therefore, the introduction of an MS-CMHC program at Lehman College will advance the college's mission to contribute to the economic development of the region. In addition, the projected organic growth of the program as more students from diverse organizations enroll and graduate from it ensures that the impact of a Lehman College education in the region will be sustained.

Needs of the School of Education

Leveraging the conceptual framework of the SOE's Lehman Urban Transformative Education (LUTE), committed to developing practitioners who work to "improve the lives of individuals, to engage in social issues, and to increase institutional possibilities," the proposed program is well-suited to be housed in the SOE. It is charged with promoting learner-centered instruction and empowering students with knowledge and skills for addressing issues of inequity in relation to multiple oppressions including racism, classism, sexism, heterosexism, racism, and ableism. The premise of Lehman's proposed MS-CMHC program is aligned with the philosophy of the Counselor Education: School Counseling M.S.Ed. program, which is committed to developing culturally competent, ethical, caring, data-informed counseling professionals who promote social justice and human rights advocacy in their scholarly, clinical, assessment, evaluation, and counseling program implementation practices. Additionally, the combination of the proposed two-year program completion, the cost of the program, and the flexible hybrid modality delivered on weekends differentiate it from all other regional CMHC MS programs.

MA/MS Clinical Mental Health Counseling Programs at CUNY, Other Institutions as Possible Options for Prospective Students

A market analysis was conducted for the proposed Lehman MS-CMHC program. The sample was chosen on three criteria:

- (1) Institutions that might be considered by prospective students based on "restrictiveness of entry level requirements,"
- (2) Length (e.g., number of credits), cost, and delivery modality; and
- (3) Responsibility for internship placement.

"Restrictiveness of entry level requirements" refers to what majors and/or coursework is required to begin matriculation in the program. Potential applicants who do not meet these requirements may be unable to enter the program or must take bridge courses in addition to program requirements, thus incurring additional costs and time to completion.

Institution	Degree	Title	Type	2017 Grads	Modality	Student Type	Enter Criteria¹	Total Credits	Net Credits²	Intern Credits	Intern Place	Program Cost	Min Prog Cost³
Hunter	MS Ed	Educational Foundations & Counseling Programs, Mental Health Counseling Specialization	Public	54	Ground	FT/PT	-2	60	60	7	Student	\$33,657	\$33,657
John Jay	MA	Forensic Mental Health Counseling	Public	53	Ground	FT/PT	-3	60	60	6	Unclear	\$28,200	\$28,200
Brooklyn	M.A.	Mental Health Counseling M.A.	Public	42	Ground	FT	-1	60	48	15	Both	\$28,200	\$22,560
Queens	MS	Mental Health Counseling	Public	21	Ground	FT/PT	-1	60	60 (?)	12	Unclear	\$28,200	\$28,200
Baruch	MA	Masters Of Arts In Mental Health Counseling	Public	20	Ground	Cohort FT	-1	60	60	15	Unclear	\$28,200	\$28,200
Staten Island	MA	Clinical Mental Health Counseling	Public	19	Ground	Cohort FT	-2	60	60 (?)	12	Unclear	\$28,200	\$28,200
City College	MA	Mental Health Counseling	Public	9	Ground	Cohort FT	-2	60	60	6	Unclear	\$28,200	\$28,200
Pace (Westchester)	MS	Mental Health Counseling	Private	42	Ground	Unknown	-1	60	60 (?)	9	Unclear	\$73,200	\$73,200
Long Island University	MS Ed	M.S. in Clinical Mental Health Counseling	Private	55	Ground	Unknown	1	60	60 (?)	18	Program	\$88,560	\$88,560
Fordham (Lincoln Center)	MS Ed	Mental Health Counseling	Private	27	Ground	FT/PT	1	60	54	18	Program	\$94,306	\$84,875
Mercy (Bronx, Dobbs Ferry)	MS	Master of Science in Mental Health Counseling	Private	31	Ground	FT/PT	-1	60	60 (?)	18	Program	\$55,620	\$55,620
Saint John's University	MS Ed	Clinical Mental Health Counseling	Private	22	Ground	FT/PT	-1	60	60 (?)	9	Unclear	\$79,200	\$79,200
NYU ⁴	MA	Counseling for Mental Health and Wellness	Private	NA	Online/Gr	FT/PT	-1	60	60 (?)	9	Program	\$112,020	\$112,020
St. Bonaventure	MS Ed	Clinical Mental Health Counseling	Private	17	Online/Gr	FT/PT	-1	60	60 (?)	9	Unclear	\$47,940	\$47,940
Capella ⁵	MS	Clinical Mental Health Counseling	Private	451	Online	FT/PT	2	60	60 (?)	9	Unclear	\$43,830	\$34,900
Walden ⁵	MS	Clinical Mental Health Counseling	Private	423	Online	FT/PT	3	60	30	10	Unclear	\$40,890	\$21,150
Lehman	MS ED	Clinical Mental Health Counseling	Public	NA	Hybrid	Cohort FT	2	60	48	9	Program	\$28,200	\$22,560

Figure 4. Industry Scan

Notes to Figure 4:

- 1 UG requirements: Specific courses required and/or must be taken in advance of program start)
 - 3 = High Barrier to Admittance
 - 3 = Lower Barrier to Admittance
- 2 Minimum credits possible if full transfer permitted
- 3 Cost associated with maximum credits transferred
- 4 Managed by Online Program Manager (OPM) 2U
- 5 On academic quarters: 90 quarter credits = 60 credits

In total, programs in 16 institutions were evaluated and can be described by the following ownership and delivery modality.

- 7 local, public, CUNY (all ground-based)
- 5 local, private, ground-based
- 1 local private, ground and online
- 1 regional private, ground and online
- 2 for-profit, online

For this analysis, fully online and low-residency programs were counted in the same category. Low residency is defined as a modality wherein a small number of classes (or seminars) are delivered one or two times per year in a highly condensed format.

The following figure comparing Entry Requirements against Delivery Modality illustrates the unique positioning of the proposed MS-CMHC (Figure 5).

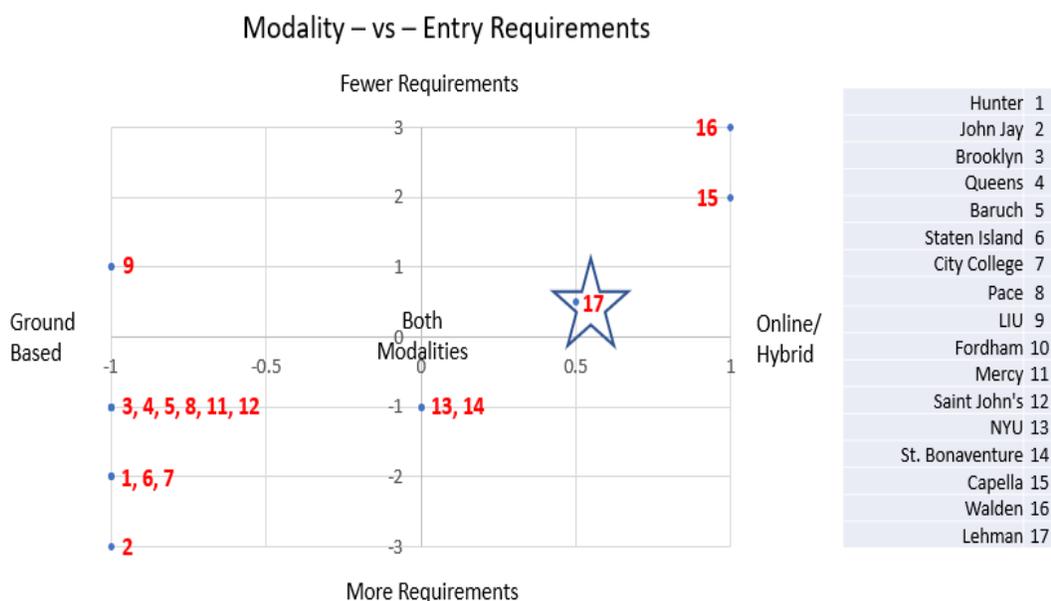


Figure 5

The proposed program will be less than average cost (like other CUNY programs), have less than average entry credits, and be less than average duration. Figure 6 summarizes the findings.

<u>Dimension</u>	<u>Competitive Summary</u>	<u>Lehman's MS-CMHC</u>
Entry Requirements	All existing CUNY programs require 15-19 entry credits in foundational coursework or full related-degree requirements; other competitors have a range of requirements from UG (any discipline) to some field-related foundational coursework	Lehman's MS-CMHC has no foundational coursework requirements. beyond the completion of a bachelor's degree.
Modality	No CUNY offers hybrid/online option nor weekend option	Lehman's MS-CMHC is designed as a weekend hybrid program
Credits	Mandated program length of 60 credits required for NYS licensing; some institutions accommodate transfer credits, many do not	Lehman MS-CMHC will accommodate up to 12 transfer credits
Cost	While most CUNYs are priced equivalently, the average cost for available non-CUNY options for expected student population is \$48,073	Lehman MS-CMHC will be similar in cost to other CUNY institutions
Internship Placement	Responsibility for practicum/internship placement ranges from student-only to program ownership with some institutions providing support for those who request it	Lehman MS-CMHC will allow flexibility for practicum/internship placement developing relationships with local agencies to provide placement support

Figure 6

STUDENTS

Evidence of Student Interest and Sources of Potential Students

Potential students include those who are early in their careers, career enhancers, and career switchers. A survey was sent to Lehman students currently registered in the following undergraduate programs: Psychology, Sociology, Teacher Education, Philosophy, Anthropology, English, Public Health, Therapeutic Recreation, and Nursing (see Appendix C). Over 50% of respondents were students from the psychology department. Of this sample, 81% (227) of students have considered a graduate degree in Clinical Mental Health Counseling. For those considering this degree, 65% indicated that they would return within one-two years to pursue the degree and 14% would return within 3 - 5 years. The remaining students stated that they were unsure if they would attend for various reasons such as not having had an awareness of such a degree, the desire to pursue a career in another field, and the financial commitment. Here are several comments from respondents:

- “This would be amazing, and I hope Lehman adds this graduate degree program!”
- “Please keep me updated with this program. I’m very interested. Thank you!!”
- “I’d do the program if it offers real world skills and helps me get a degree that I can use ASAP to get a high paying job in the field. Also, would like help from the college with this resource-wise, tuition-wise, etc.”
- “I would love to pursue my Master's at Lehman”
- “I believe that if NY state approves this it will be great for many of us! I love Lehman College and to be able to get my Master's degree here as well will be a great opportunity.”
- “It would be amazing if Lehman had a master’s degree program in mental health counseling!!”
- “It would be a great program to have here in a CUNY school in the Bronx.”
- “I think it will be great to have this as an option at Lehman.”
- “Please provide this opportunity for us Lehman students, this would be such a great once in a lifetime experience to experience it at such an amazing school here as Lehman!”

These findings are consistent with the latest data from Eduventures, a leading research and advisory service for institutions of higher education, which noted that despite the pandemic, interest in master’s degrees is stable and continues to outpace other credentials, consistent with above-average enthusiasm for further education among bachelor’s degree holders (Lurie, 2020).

The size of the potential market is estimated as a subset of the number of bachelor degrees conferred in the NYC Metropolitan Area (5 boroughs, Westchester, Nassau, and Suffolk counties) over the past 15 years. Since the background of students who enroll in this type of program will vary, this pool will come from a variety of degrees identified by Lehman’s CLLSE faculty (Table 1). In 2018, according to Burning Glass, there were 31,844 bachelor degrees conferred in related feeder disciplines. Extrapolating this back 15 years, with these assumptions, close to 500K bachelor’s degrees were conferred – $477K = 31.8K \times 15$ years. Recognizing the limitations of the desirability of becoming a Clinical Mental Health Counselor for these pools of graduates, even at 1% of this number, it yields a potential market of nearly 5K.

Student Admission and Anticipated Attrition Rate

Students will be admitted one time per year to begin the first week of June. We intend to admit a class of 20 students for the first summer semester to start and then by year 3 increase to a class of 40 (see Table 3. A starting cohort of this size is justified as the Counselor Education: School Counseling M.S.Ed. program currently employs four full-time faculty members.

To maintain program quality, the faculty may waitlist students who show great potential but have ranked below admitted students. Any student from the waitlist may be conditionally admitted into the MS-CMHC program. In some cases, faculty may require a student to take an elective course in professional writing designed for students in Counselor Education. With successful progress in the MS-CMHC , conditionally admitted students will be given matriculation status in the following academic year.

Accepted students who have not registered by the registration/payment deadline will surrender their spot in the program to students from the waitlist.

Most MS-CMHC students in the program will be employed full-time and will complete the MS-CMHC degree in 2 years.

Projected Five-Year Enrollment

Table 3 illustrates the projected five-year student enrollment accounting for attrition.

	<u>2022-2023</u>	<u>2023-2024</u>	<u>2024-2025</u>	<u>2025-2026</u>	<u>2026-2027</u>
Fall New	20	20	40	40	40
Fall Continuing	0	18	18	36	36
Spring New	0	0	0	0	0
Spring Continuing	19	37	56	74	74
Summer New	0	0	0	0	0
Summer Continuing ¹	19	19	38	38	38

1. This is a two year program that completes at the end of Spring term year 2. As a result, with the exception of the first cohort, Summer enrollments will be less than Spring enrollments.

Table 3: Projected Five-Year Enrollment for MS-CMHC

+ The percentage of attrition is based on experience of persistence and completion rates experienced in other master's level programs run in Lehman's SOE. For budget estimates, one student per cohort will not persist per term during the first year and one student will not persist from Year 1 to Year 2, which implies a year two retention rate of 90% (i.e., 18 of 20 students in a cohort of 20 students will complete the program).

Admission Requirements for the MS-CMHC program:

1. A bachelor's degree from an accredited college or university.
2. A minimum 3.0 G.P.A. from a completed undergraduate or graduate degree program.
3. Two letters of recommendation evaluating the applicant's potential as a professional counselor in areas of leadership, advocacy, collaboration, counseling, technology, and skills in affirming culturally diverse clients. These letters should be from persons such as college or university faculty and community mental health agency personnel.
4. A current resume including: all degrees and GPAs, professional employment and counseling-related positions, service, languages, awards/honors, memberships.
5. A completed application, including a 1,000-word essay consisting of responses to questions found in the graduate admission on-line application for Counselor Education: Clinical Mental Health Counseling MS program.
6. Candidates who satisfy the preliminary admission requirements will be invited to a group interview and provide a writing assessment.

7. Prospective students whose native language is not English, or who have completed all or part of their post-secondary education in a country where English is not the first language, are required to submit TOEFL scores.

Once accepted into the program, students will be assigned to a program advisor whom they will meet with prior to registering each semester. At the beginning of the first semester, faculty will provide a student orientation to the program, which includes an overview of the coursework, program expectations, clinical experiences and campus support services. This orientation is mandatory for all incoming students. Students must maintain liability insurance through student membership in the American Counseling Association for coverage during all pre-practicum, practicum, internship, and fieldwork experiences. Counselor Education faculty continually review student progress to ensure students are meeting academic standards as well as demonstrating behaviors that reflect essential counseling dispositions. Students presenting with behavioral deficits in any area will be either provided with a remediation plan or counseled out of the program.

In accordance with Lehman College policy, there will be a five-year limit for students to complete the program.

Recruitment and Retention of Candidates from Historically Under-represented Groups

Lehman College is committed to the recruitment and retention of candidates from groups historically underrepresented in Counselor Education. The current program MEd program in Counselor Education has a majority of students of color, a large percentage of whom are bilingual students with English and Spanish as the most common languages and some Asian, African, and other European languages. The current practices involve distributing the annual accreditation report to current students, alumni, site supervisors, and full- and part-time faculty who all assist in recruiting culturally and linguistically diverse students for the program. Further, faculty currently lead four on-campus Open Houses that are marketed to diverse communities inside and outside of CUNY and Lehman College to attract culturally and linguistically diverse students to the program with an interactive presentation focused on equity. Information about the proposed program will be included in both the annual Counselor Education CACREP accreditation report and the Open House presentations.

As with other graduate programs, a detailed recruitment plan will be developed by Graduate Admissions staff with input from the College, SOE, and CLLSE department. Guidelines to establish this plan include:

- Conduct graduate classes that foster collaboration between faculty and candidates and acknowledge the needs of adult learners from diverse backgrounds;
- Facilitate candidate classroom and field-based experiences in clinical mental health counseling with successful clinicians and leaders who model intersectionality, anti-racism, and anti-oppression skills from varied racial/ethnic, social class, gender, language, immigration, ability/disability, sexual orientation, gender identity/expression, family type, and appearances; and
- Model respect and inclusivity in faculty instruction and in the evaluation of academic achievement.

Selection Process

The Admissions Committee consists of the MS-CMHC faculty. Applications are evaluated on the following:

1. Academic history;
2. Work and/or substantial volunteer experience;
3. Quality of essay, including depth of self-awareness and self-reflection;
4. Interview evaluation;
5. Quality of on-site writing sample; and
6. Letters of recommendation.

MS-CMHC Admission Appeals

An applicant who is denied admission to the MS-CMHC program may appeal the decision by writing a formal letter of appeal to the department. If an applicant still is not satisfied with the outcome of the appeal, the applicant can appeal to the SOE's Associate Dean. The Associate Dean, in consultation with the graduate admission office, reviews the applicant's documents, and depending on the situation, may ask the applicant to come in for an additional interview and/or submit additional information.

Arrangements for Advising and Counseling Students

Upon admission into the program, students will be assigned an advisor from the MS-CMHC who they will be expected to meet with prior to registering each semester and when appropriate. In addition, the MS-CMHC faculty will organize meetings, both formally and informally, to discuss students' dispositions, progress through the program, identify problems, respond to concerns and work as a team to optimize students' learning and performance.

Provisions for Career Counseling and Job Placement Services

The Career Exploration and Development Center (CEDC) is dedicated to educating and advising students about ways to connect with career and postgraduate opportunities. The staff are experts in providing guidance and services to currently enrolled students, alumni, faculty and staff. Program faculty, who maintain close connections with key stakeholders in the counseling profession, will also assist students in finding employment by connecting students to other professionals and alerting them to available positions.

MS-CMHC students will benefit from tailored career education opportunities, individual advising and access to relevant vacancies, resources and events. Career services staff members (specifically the MS-CMHC career advisor) will be present for all on-ground meetings with the cohort throughout the program and will offer presentations and resources that are appropriate with the stage (orientation, culmination, etc.) the cohort is in the program.

Special Support Services that Will Encourage Timely Completion of the Programs

Support services available through Lehman will be utilized as deemed appropriate by faculty, and students. Further, the Office of Graduate Studies monitors matriculation and academic performance of all graduate students. The ISSP (www.lehman.edu/issp) offers workshops, in-person consultations and online tutoring to help graduate students strengthen their skills in writing. All ISSP tutoring staff receive training through a nationally certified College Reading and Learning Association (CRLA) training program. In addition to writing consultations, graduate students can meet with an academic coach for a one-on-one consultation regarding key

areas to their future success such as time management, goal-setting, study and organizational skills, and more.

ISSP is currently developing its capacity to serve Lehman's increasing number of graduate students, and has recently hired a part-time graduate support specialist toward this end. In addition, several writing consultants are highly experienced in assisting Lehman graduate students.

The MS-CMHC is aware of the importance of offering personal counseling services to students. Lehman College offers a variety of personal counseling services to students provided by professionals other than counselor education program faculty. Services are available through the Lehman Counseling Center and include support such as individual and group counseling and well-being workshops. Information regarding personal counseling services is included on all course syllabi.

Transfer Credits

Students may be awarded up to 12-credits of transfer credits towards the proposed MS-CMHC . The awarding of advanced standing credits will be on a course-by-course basis. To ensure that any courses approved for advanced standing are appropriate and have fulfilled the necessary content requirements, students will be required to submit bulletin course descriptions and course syllabi for all requested advanced standing courses. The faculty will carefully review each request before approval is granted. Granting of advanced standing course equivalents is at the program faculty's discretion.

Applying MS-CMHC Program Credits

Given that there are a limited number of schools in the New York City-area that offer related counseling degrees, students should be able to transfer up to 12 credits of the credits they have completed in Lehman's MS-CMHC Program towards a program at a degree-granting institution should they decide to transfer.

CURRICULUM

Rationale

The 60-credit Master's Degree in Clinical Mental Health Counseling is for candidates who wish to acquire the knowledge and skills that are essential for engaging in effective mental health counseling practices. Graduates will meet the educational requirements for mental health counseling licensure in New York states as well as most others. This degree is also appropriate for students who plan to go on and pursue a Ph.D. in Counselor Education. MS degrees are often listed as an admissions requirement to Ph.D. programs in Counselor Education The curriculum is comprehensive and will require candidates to develop the foundational knowledge and skills in professional counseling and ethics, social and cultural diversity, human development, career development, counseling relationships, group facilitation and process, assessment, research, and program evaluation. Integrated throughout the curriculum is content specific to the foundations, contextual dimensions, and practice of mental health counseling.

The program also includes 100 hours of practica and 600 hours of internship experience working in a mental health setting, while supervised by a licensed professional. Simultaneously, students attend weekly or biweekly seminars with program peers for additional supervision with a Lehman instructor. This experience provides students with opportunities to learn and apply counseling skills as well as participate in and explore various professional activities in the mental health profession. A portion of this experience may include gathering data or engaging in activities assigned from coursework. In addition, practicum and internship students participate in three 10-hour pre practicum experiences, required for three of the courses.

This degree will be registered by the New York State Education Department (NYSED) as a qualifying educational program meeting the licensure in mental health counseling. Initially, the program will not be accredited by the Council for Accreditation of Counseling Related Educational Programs (CACREP). However, the curriculum aligns with the CACREP standards, ensuring program integrity as well as providing options for eventually pursuing accreditation.

This is a two-year, full-time program with courses scheduled during the summer, fall, winter, and spring sessions. Since most MS-CMHC program students will be working full time, the program's schedule will complement their work schedules. Students attend courses that are scheduled on weekends, beginning the summer session immediately following students' admittance into the program. Table 4 illustrates the program sequence.

Finally, this program uses a project-based learning framework, providing opportunities for students to engage in critical thinking and investigate advocacy in mental health counseling in one of the following areas:

- Bilingual Migrants and Immigrants
- Children and Adolescents
- Couples and Families
- Intersectional Identities: Anti-Racism, Anti-Oppression
- Trauma.

Once accepted into the program, students meet with a faculty advisor to discuss the various themes to determine the area of interest. Students will complete a total of five projects related to advocacy in mental health counseling in that area in relation to the content of specific courses. The following courses are designated as project-based and include an open- topic assignment that is specific to these projects: EDG 750 Foundations of Mental Health Counseling; EDG 703 Human Development in Counseling; EDG 702 Multicultural Counseling and Social Justice; EDG 708 Counseling Research, Program Development, and Evaluation; and EDG 735 Family Counseling and School/Community Partnerships. The program will use TaskStream as a platform for monitoring progress on student project portfolios.

The following is a listing by term of the courses that comprise the proposed MS-CMHC program, which students will complete over the course of two years (24 months). (Please see Appendices A and B for new course proposals and syllabi).

<u>Course #</u>	<u>Course Titles</u>	<u>Term</u>	<u>Credits</u>	<u>Course Status</u>
EDG 755	Seminar 1: Anti-Racist, Anti-Oppression Advocacy and Leadership in Mental Health Counseling	Summer 1	1	New
EDG 736	Parenting in Diverse Family Structures	Summer 1	3	Exists
EDG 750	Foundations of Mental Health Counseling	Summer 1	3	New
EDG 756	Seminar 2: Cognitive Behavior Therapy	Fall 2	1	New
EDG 701	Counseling Theories and Techniques	Fall 2	3	Exists
EDG 751	Psychopathology in Counseling	Fall 2	3	New
EDG 703	Human Development in Counseling	Fall 2	3	Exists
EDG 704	Career Counseling	Winter 3	3	Exists
EDG 757	Seminar 3: Abilities, Disabilities, and Neurodiversity in Mental Health Counseling	Spring 4	1	New
EDG 705	Group Counseling	Spring 4	3	Exists
EDG 702	Multicultural and Social Justice Counseling	Spring 4	3	Exists
EDG 752	Clinical(s)Assessment and Treatment Planning in Mental Health Counseling	Spring 4	3	New
EDG 758	Seminar 4: Supervision and Consultation in Mental Health Counseling	Summer 4	1	New
EDG 707	Practicum in Counseling	Summer 4	3	Exists
EDG 708	Counseling Research, Program Development, and Evaluation	Summer 4	3	Exists
EDG 759	Seminar 5: Dialectical Behavior Therapy	Fall 5	1	New
EDG 732	Crisis, Substance Misuse, and Trauma Counseling	Fall 5	3	Exists
EDG 753	Internship in Clinical Mental Health Counseling I	Fall 5	3	New
EDG 738	Brief Counseling of Children and Adolescents	Fall 5	3	Exists
EDG 731	Sexuality Counseling in Schools and Families	Winter 6	3	Exists
EDG 760	Seminar 6: The Business of Managing a Clinical Mental Health Counseling Practice	Spring 6	1	New

EDG 735	Family Counseling School/Community Partnerships	Spring 6	3	Exists
EDG 754	Internship in Clinical Mental Health Counseling II	Spring 6	3	New
EDG 737	Couples Counseling	Spring 6	3	Exists

Table 4 – Program Sequence

Notes to Table 4:

1. Two Year Cumulative Credit Accumulation

Term	Term Composition	Credits	Cumulative
Fall	Summer (7), Fall (10)	17	
Spring	Winter (3), Spring (10)	13	30
Summer	Summer (7)	7	37
Fall	Fall (10)	10	47
Spring	Winter (3), Spring (10)	13	60

COST ASSESSMENT

FACULTY

Currently Lehman College has four full-time faculty members in Counselor Education, is housed in CLLSE (see Appendix L for full-time faculty curriculum vitae). Lehman will be hiring one new faculty at the assistant professor level for Year 1 of the program and one additional faculty member at the assistant professor level in Year 3 to support the expansion of the program to two cohorts, who will bring the additional expertise and experience to meet the needs of the program and its students. Full-time CLLSE faculty will be able to staff the MS-CMHC program at the onset.

Table 5 is a chart listing potential full-time department and/or school and/or college faculty who are qualified to teach specific courses within the MS-CMHC programs.

Part-time faculty from outside SOE with mental health background will be recruited to teach in the program, further exposing students to current best practices in the field by practicing professionals. (See Table 6 for a summary of the qualifications of a sample of the part-time faculty and Appendix M for part-time faculty curricula vitae.)

The curriculum consists of eighteen three-credit courses and six seminars. Thirteen of the courses have already been designed as hybrid courses. A nominal amount of funding will be allocated to review the remaining five three-credit courses that have been approved and designed as hybrid and the six seminars that have yet to be designed to assure continuity and quality that this program meets the standards expected of a fully hybrid program.

Table 5: Faculty to Teach MS-CMHC Courses

Course Title	Proposed Faculty for course(s)	Highest Degrees Earned and Other Relevant Experience
EDG 705 Group Counseling EDG 702 Multicultural and Social Justice Counseling EDG 731 Sexuality Counseling in Schools and Families EDG 735 Family Counseling and School/Community Partnerships EDG 737 Couples Counseling EDG 736 Parenting Diverse Families	Stuart Chen-Hayes, Professor, Program Coordinator	Degree(s): Ph.D., Counseling & Human Dev. Services, Kent State University Relevant Experience: National Certified Counselor (NCC); Licensed Clinical Professional Counselor (LCPC, IL); Experienced author; researcher; supervisor; SCP program evaluator; lead author on NYS SCP regulation changes; former college/middle school/family/sexuality counselor; co-founder; Counselors for Social Justice; SCP consultant in multiple states; traditional, hybrid, and online instruction experience
EDG 707 Practicum in Counseling EDG 734 Bilingual Counseling in Schools and Communities EDG 739 College Access Counseling EDG 753 Internship in Clinical Mental Health Counseling I EDG 754 Internship in Clinical Mental Health Counseling II	Faith Deveaux, Associate Professor	Degree(s): PhD Counseling Psychology, NYU Relevant experience: Licensed Psychologist; experienced author; researcher; supervisor with strong creative counseling, family counseling, college access/affordability/admission counseling and administrative skills; former department chair; traditional, hybrid, and online instruction experience

Course Title	Proposed Faculty for course(s)	Degree's Earned and Other Relevant Experience
EDG 750 Foundations of Mental Health Counseling EDG 701 Counseling Theories and Techniques EDG 751 Psychopathology in Counseling EDG 703 Human Development in Counseling	Laura Roberts, Clinical Coordinator, CACREP Liaison, Associate Professor	Degree(s): Ph.D., Counselor Ed/Counseling Psychology, University of Connecticut Relevant experience: Licensed Psychologist; experienced author; researcher with students with disabilities; supervisor; psychological assessments; supervising school counselor candidates in practicum and internship; deputy department chair; traditional, hybrid, and online instruction experience
EDG 704 Career Counseling EDG 752 Clinical Assessment and Treatment Planning in Mental Health Counseling EDG 708 Counseling Research, Program Development, and Evaluation I EDG 732 Crisis, Substance Misuse, and Trauma Counseling EDG 738 Brief Counseling of Children and Adolescents	Alyse Anekstein, Assistant Professor	Degree(s): PhD, Idaho State University, Counselor Education Relevant experience: National Certified Counselor; Experienced author; researcher; supervisor; former school counselor with strong skills in group, research, spirituality, multicultural, assessment, counseling children, play therapy; traditional, hybrid, and online instruction experience

Table 6: Part-time Faculty to Teach MS-CMHC Courses

<p>Jennifer Annunziata, Director, Rising Ground</p>	<p>Degree(s): Advanced Certificate in Mental Health Counseling, Alfred University; M.S. Ed., Counselor Education Lehman College; Licensed Mental Health Counselor</p> <p>Relevant Experience: Capstone in Cognitive Behavior Therapy; Experience as a Mental Health Counselor treating individuals with a range of mental health issues (e.g. ADHD, PTSD, Depressive Disorder, Bi-Polar, anxiety, suicidality, personality disorder, Training in Cognitive Behavior Therapy and (Dr. Laura Brown, Trauma Specialist at Queens College).</p>
<p>Johanna Cuello-Gutierrez, Counselor, Counseling in schools at Riverdale Kingsbridge Academy</p>	<p>Degree(s): M.A. Mental Health Counseling, The City College of New York; Licensed Mental Health Counselor</p> <p>Relevant Experience: Bilingual Therapist; Alicia M. Ferrer Mental Health Clinic; Inwood Community Services; Fluent in English and Spanish</p>
<p>Pedro Luna, Seek Counselor, Lehman College</p>	<p>Degree(s): Advanced Certificate, Mental Health Counseling, Long Island University-Hudson/Rockland campus; M.S.Ed., Syracuse University Student Affairs Counseling (CACREP)</p> <p>Relevant Experience: Limited Permit, Mental Health Counselor; Member, American Counseling Association; Member, Association for Multicultural Counseling and Development; Fluent in Spanish and English</p>

<p>Joey Feola, School Counselor, Stuyvesant High School</p>	<p>Degree(s): Ph.D., Counselor Education, Montclair State University;</p> <p>Relevant Experience: Educational Specialist in Counseling Services, Rider University; Clinical Mental Health Counselor Independent Study: “International youth issues: A multicultural perspective”</p>
<p>Kalya Castillo, Doctoral Intern - Weill Cornell Neuropsychology Service, Department of Neurology New York Presbyterian Hospital/Weill Cornell Medicine</p>	<p>Degrees: PhD, Counseling Psychology (in progress); MS Ed, Counselor Education: School Counseling, Lehman College</p> <p>Relevant Experience: Conduct neuropsychological assessments in outpatient setting via virtual platform with adult patients seeking diagnostic evaluation for neurologic disorders including autoimmune disorders, head trauma, attention deficit, and stroke; Score, interpret, and integrate test data for evaluations</p>

As indicated, the proposed program will seek to hire one additional faculty to begin in the fall semester during the first year and teach courses and serve in the role of program coordinator. This individual will be responsible for managing administrative aspects of the program including the following: teaching new courses, monitoring students’ progress, program marketing, recruitment, reviewing applications, conducting student interviews, graduation audits and maintaining course schedules. The program coordinator will need to dedicate a portion of their time tending to administrative tasks. Therefore, it is reasonable to alleviate some of their teaching obligations and provide them with six (6) credits of course release time each academic year. During Year 3, to accommodate the addition of a second cohort start each fall, there is a need to hire an additional full-time faculty. This faculty will be expected to teach courses as well as participate in service related to maintaining the program.

NEW FACULTY HIRE QUALIFICATIONS

The following are the qualifications of the two new faculty hires (Year 1 and Year 3):

Required:

- Doctoral degree in Counselor Education and Supervision from a CACREP-accredited program or related degree and/or minimum of one full academic year serving as full-time faculty member in a counselor education program prior to July 1, 2013
- Evidence of an emerging research agenda and publication record in mental health.
- Licensed or license eligible in Mental Health Counseling in New York State and/or experience in Mental Health Counseling
- Research/teaching/clinical experience in one or more of the following areas: Bilingual Migrants and Immigrants ,Children and Adolescents , Couples and Families, Intersectional Identities: Anti-Racism, Anti-Oppression, Trauma.
- Demonstrated commitment to anti-racism, anti-oppression, diversity, equity, and inclusion

Preferred:

- Experience teaching graduate classes using an in-person or hybrid format
- Experience teaching in a CACREP accredited program
- Evidence of publications in professional journals related to counseling
- Evidence of teaching excellence
- Experience and knowledge of clinical models of supervision
- Experience with and working knowledge of CACREP standards

A complete listing of college and department teaching loads can be found in Appendix E, which details reporting requirements of NYSED. While the core MS-CMHC faculty will be full time with academic backgrounds, the MS-CMHC program is designed to illustrate the ways Mental Health Counseling is put into practice in a professional setting using practical education guided by mental health professionals. This practice will be integrated into the program through the mindful of qualified professionals in mental health to serve as guest speakers, part time faculty and professional development. These practicing professionals will complement the learning and greatly contribute to the overall goals of the MS-CMHC program.

FACILITIES AND EQUIPMENT

Currently, Lehman has a well-established and innovative information technology center, which provides access to computing and related technologies in support of the College's instructional, research and administrative activities. The facility houses eight microcomputer classrooms, an additional classroom with high-end graphics workstations, the open Academic Center area with over 100 microcomputers, printing facilities, a help desk, a small auditorium, and a faculty development lab. The entire facility is networked on a high-speed backbone providing access to the Internet and campus network services, including electronic mail, the World Wide Web, and remote library and specialized departmental resources. The facility also supports two-way interactive video distribution. Further, Lehman College's facilities for video conferencing and distance learning are robust. They include multimedia computer-equipped classrooms; a distance learning satellite broadcast and reception studio/classroom under the auspices of HETS (the

Hispanic Educational Telecommunications System, of which Lehman College is a founding member); a high-speed video distance learning classroom connected to EdNet (part of New York City's institutional network) and the three public high schools adjacent to Lehman; and a distance-learning classroom with smart whiteboard presentation and video conferencing capabilities (created under the University's Media Distribution System). Lehman's role as the central hub of the Bronx Information Network (BIN) also affords Lehman students an opportunity to take advantage of the resources of other educational, medical and artistic institutions in the Bronx. All rooms are accessible for persons with disabilities, and specialized software for visually impaired persons is provided. Lastly, Lehman College recently opened a 28,000-square foot Multimedia Center, which established Lehman as one of the most technologically advanced schools in the CUNY system and puts the College in the forefront of multimedia facilities in the region. The Multimedia Center is a two-story, state-of-the-art facility that has acoustically designed recording studio, audio and video production control rooms, eight editing suites — one of which is enhanced for audio sweetening — student news room, media conversion room, graphics room, conference room and five 'technology-enhanced' classrooms.

LIBRARY AND INSTRUCTIONAL MATERIALS

The Lehman College library is housed in a modern, four-story building, with an online catalog and circulation system and access to over 200 networked electronic periodical indexes and full text databases. More than 125 state-of-the-art computer workstations are available for student use with full Internet access, as well as iPads, laptops, and eReaders, that are available for loan at the circulation desk. The Graduate Research Room is reserved exclusively for graduate students, while the Access and Technology Center provides assistive technology for students with special needs. The library's home page (www.lehman.edu/provost/library) provides links to the CUNY+ online library catalog, licensed electronic resources, and websites of interest to researchers.

The open stacks book collection of over 682,848 volumes is supplemented by 652,700 microforms (including Education Resources Information Center documents) and over 12,000 electronic journals and over 27,000 electronic books. Lehman's library is also a designated depository for state and federal government documents. The collection is developed to support class work on undergraduate and graduate levels. Interlibrary loan and electronic document delivery are available to further support research by graduate students and faculty. Books are loaned to and from all over the United States. If another CUNY institution has the requested article or book, students are able to get the necessary material within one week, if not sooner.

In addition to general and specialized non-circulating reference collections, the library has a well-used reserve collection that includes current textbooks. Specialized service areas include a periodicals room, well-equipped laboratory classrooms, and the Bronx History archives. Reference librarians and student tutors are available to assist students during library hours. Librarians offer, by appointment and on a drop-in basis, class orientations and bibliographic instruction covering the most important research tools in all areas of the curriculum. Students may register for free workshops in a variety of computer applications. Additionally, several librarians on staff specialize in the fields of Education, Business, Health, Human Services and Science, and are available to support faculty and students in individual and group consultations. There are 277 databases and over 100 e-journals specific to counseling and mental health including the following: International Journal of Mental Health and Addiction; Journal of

Mental Health Counseling; Journal of Ethics in Mental Health; Journal of Counseling & Development and Evidence-Based Mental Health.

Lehman College is a leader in providing online access to many student-related services (e.g., admissions, registration, financial aid, academic support) already exists. Also, the library's home page (www.lehman.edu/provost/library) provides links to the CUNY+ online library catalog, licensed electronic resources and websites of interest to researchers, so students are able to access the library's electronic databases and other academic resources from remote locations. Additionally, several librarians on staff specialize in the fields of Education, Business, Health, Human Services and Science, and are available to support faculty and students in individual and group consultations that can be done remote. Since courses will be scheduled on weekends, when campus space is readily available, the CMHC_MS program will not be impacted by the existing classroom space issue at Lehman.

BUDGET TABLES

(Please also see Appendices F and G for additional budget charts.)

The projected revenues (please see Table 7 below) are calculated using the fall 2020 Lehman College graduate program tuition costs, which is \$470 per credit. Limited funding opportunities to support faculty and student professional development are available through CUNY, the college, the school and the department. As such, the MS-CMHC program will be considered in these conversations, similar to the support provided for other graduate programs, once the program is initiated. We expect that the MS-CMHC graduate program will be fully self-sustaining within two years (Please see Table 8, which details the projected expenditures).

Students and Enrollments

Cohort	2022-2023			2023-2024			2024-2025			2025-2026			2026-2027		
	Fall	Spr	Sum												
1	20	19	19	18	18	0									
2				20	19	19	18	18	0						
3							40	38	38	36	36	0			
4										40	38	38	36	36	0
5													40	38	38
Students / Term	20	19	19	38	37	19	58	56	38	76	74	38	76	74	38

Revenues

Cohort	2022-2023			2023-2024			2024-2025			2025-2026			2026-2027		
	Fall	Spr	Sum	Fall	Spr	Sum	Fall	Spr	Sum	Fall	Spr	Sum	Fall	Spr	Sum
1	\$159.8	\$116.1	\$62.5	\$86.3	\$112.2										
2				\$163.0	\$118.4	\$63.8	\$88.0	\$114.4							
3							\$332.5	\$241.6	\$130.1	\$179.6	\$233.4				
4										\$339.2	\$246.4	\$132.7	\$183.1	\$238.1	
5													\$345.9	\$251.3	\$135.3
Rev/Term	\$159.8	\$116.1	\$62.5	\$249.3	\$230.6	\$63.8	\$420.5	\$356.0	\$130.1	\$518.7	\$479.8	\$132.7	\$529.1	\$489.4	\$135.3
Rev/Year	\$338.4			\$543.6			\$906.6			\$1,131.2			\$1,153.8		

Table 7: Projected Revenues for the MS-CMHC Program

+ The percentage of attrition is based on experience of persistence and completion rates experienced in other master's level programs run in Lehman's College of Education. For sake of

budget estimates, one student per cohort will not persist term during the first year and one student will not persist from Year 1 to Year 2, which implies a year two retention rate of 90% (i.e., 18 of 20 students in a cohort of 20 students will complete the program).

Table 8: Projected Expenditures for the MS-CMHC Program

(Please see notes at the end of the table.)

First Year (fall, spring, and summer semesters)

PERSONNEL*

Full-time Faculty (Assistant Professor salary; plus 51% fringe benefits) (BASE SALARY = \$93,134; effective 11/2022)	\$140,632
--	-----------

Part-Time Faculty (Adjunct Lecturers @ 94.76 per hour x 45 hours per adjunct for 4 course sections, 4-1 credit seminars; plus 13% fringe benefits)	\$24,845
--	----------

TOTAL PERSONNEL	\$165,477
------------------------	------------------

NON-SALARY COSTS

Consultants, Honoraria, Faculty Development, Guest Speakers, Memberships, Supplies	\$4,350
---	---------

TOTAL NON-SALARY COSTS	\$4,350
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YEAR ONE: TOTAL EXPENDITURES	\$169,827
-------------------------------------	------------------

SECOND YEAR (fall, spring and summer semesters)

PERSONNEL*

Full-time Faculty (Assistant Professor salary; plus 51% fringe benefits) (BASE SALARY = \$93,134; effective 11/2022)	\$140,632
--	-----------

Adjunct Faculty (Adjunct Lecturers @ 94.76 per hour x 45 hours per adjunct for 11 course sections, 5-1 credit seminars; plus 13% fringe benefits)	\$60,552
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TOTAL PERSONNEL	\$201,184
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NON-SALARY COSTS

Consultants, Honoraria, Faculty Development, Guest Speakers, Memberships, Supplies, SME	\$3,850
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TOTAL NON-SALARY COSTS	\$3,850
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YEAR TWO: TOTAL EXPENDITURES	\$205,034
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THIRD YEAR (fall, spring and summer semesters)

PERSONNEL*

Full-time Faculty (Assistant Professor salary; plus 51% fringe benefits) (BASE SALARY = \$93,134; effective 11/2022)	\$140,632
Full-time Faculty (Assistant Professor salary; plus 51% fringe benefits) (BASE SALARY = \$93,134; effective 11/2022)	\$140,632
Adjunct Faculty (Adjunct Lecturers @ 94.76 per hour x 45 hours per adjunct for 12 course sections, 8-1 credit seminars; plus 13% fringe benefits)	\$69,875
TOTAL PERSONNEL	\$351,139

NON-SALARY COSTS

Consultants, Honoraria, Faculty Development, Guest Speakers, Memberships, Supplies, SME	\$3,850
TOTAL NON-SALARY COSTS	\$3,850

YEAR THREE: TOTAL EXPENDITURES \$354,989

FOURTH YEAR (fall, spring, and summer semesters)

PERSONNEL*

Full-time Faculty (Assistant Professor salary; plus 51% fringe benefits) (BASE SALARY = \$93,134; effective 11/2022)	\$140,632
Full-time Faculty (Assistant Professor salary; plus 51% fringe benefits) (BASE SALARY = \$93,134; effective 11/2022)	\$140,632
Adjunct Faculty (Adjunct Lecturers @ 94.76 per hour x 45 hours per adjunct for 21 course sections, 11-1 credit seminars; plus 13% fringe benefits)	\$116,442
TOTAL PERSONNEL	\$397,706

NON-SALARY COSTS

Consultants, Honoraria, Faculty Development, Guest Speakers, Membership, Supplies, SME	\$3,600
TOTAL NON-SALARY COSTS	\$3,600

YEAR FOUR: TOTAL EXPENDITURES \$401,306

FIFTH YEAR (fall, spring, and summer semesters)
PERSONNEL*

Full-time Faculty (Assistant Professor salary; plus 51% fringe benefits) (BASE SALARY = \$93,134; effective 11/2022)	\$140,632
Full-time Faculty (Assistant Professor salary; plus 51% fringe benefits) (BASE SALARY = \$93,134; effective 11/2022)	\$140,632
Adjunct Faculty (Adjunct Lecturers @ 94.76 per hour x 45 hours per adjunct for 21 course sections, 11-1 credit seminars; plus 13% fringe benefits)	\$116,442
TOTAL PERSONNEL	\$397,706
NON-SALARY COSTS	
Consultants, Honoraria, Faculty Development, Guest Speakers, Membership, Supplies, SME	\$3,600
 TOTAL NON-SALARY COSTS	 \$3,600
 YEAR FIVE: TOTAL EXPENDITURES	 \$401,306

*All f/t and p/t salary rates based on new 2017-2022 contract (<https://psc-cuny.org/contract/adjunct-salary-increases-2017-2022>)

EVALUATION

INTERNAL EVALUATION AND OUTCOMES ASSESSMENT

Currently, the SOE has a rigorous system that includes both formative and summative method for assessing and monitoring program outcomes. As part of adhering to CACREP accreditation standards, Lehman's Counselor Education: School Counseling program currently uses a formalized assessment system for evaluating program objectives that focuses on the tenants of student learning, knowledge and skills (see Table 9). The proposed MS-CMHC degree, will not be CACREP-accredited initially as the program must graduate a cohort prior to applying. However, it is designed to meet all CACREP standards for future accreditation and uses the Taskstream Assessment system similar to the CACREP-accredited M.S.Ed. School Counseling program to assess student learning and disposition outcomes and inform curriculum changes.

Student learning will be assessed on a series of key assessments that reflect performance in course counseling and counseling specialty areas and also program objectives at multiple points during the program. Data will be collected and managed through TaskStream.

Other program data, (e.g., clinical, graduate, employer, etc.) will be collected and maintained in a college platform.

Table 9: Assessment Plan

CACREP Core Areas and Standards	Key Performance Indicator(s)	Timelines and Key Assessments	Method of Data Collection	Faculty Review/Data Analysis
Professional Counseling Orientation and Ethical Practice:	KPI C1. Candidates demonstrate knowledge of key ethical practices and professional counseling identity issues	1. Fall semester, year one, EDG 700: key assessment – mental health counseling identity critique paper 2. Spring semester, year two, EDG 707: Key Assessment Summative evaluation	Task Stream Google Drive	Instructor evaluates candidates' performance on key assessments; CE/SC Program Coordinator and/or Task Stream Coordinator and Advisor review and analyze candidate performance on key assessments within 30 days of evaluation.
	KPI C2. Candidates demonstrate skill in evaluating, writing and implementing clinical mental health counseling educational workshop outlines focused on anti-racism, anti-oppression and closing equity gaps in mental health counseling treatment.	EDG 707, EDG 743	TaskStream TaskStream	

AI Social and Cultural Diversity: CACREP Standards Addressed: 2.F.2a-hCACREP Standards Addressed: 2.F.1.a-m	KPI C3: Candidates demonstrate knowledge of their own and other's ethnic, racial, and cultural identity development in the counseling process.	1. Spring, Year 1, EDG 702 Multicultural Counseling Exploration Paper	TaskStream	Instructor evaluates candidates' performance on key assessments; CE/SC Program Coordinator and/or Task Stream Coordinator and Advisor review and analyze candidate performance on key assessments within 30 days of evaluation.
	KPI C4: Candidates demonstrates skills of social justice and equity issues with regard to race, ethnicity, cultural heritage, nationality, social class, immigration status, language, family, age, gender identity, sexual orientation, family type, religious and spiritual beliefs, occupation, developmental, learning, physical and emotional disabilities in Clinical Mental Health Counseling	1. Spring, Year 1, EDG 702 Multicultural Counseling Exploration Paper Summative evaluation Question(s) #2 Spring semester, year three, EDG 744 Key Assessment(s): Summative evaluation Question(s) #2	Google Drive	

<p>Human Growth & Development</p> <p>CACREP Standards Addressed: 2.F.3a-f</p>	<p>KPI C5 Candidates demonstrate evidence of knowledge of major theoretical concepts related to human development across the lifespan and the various factors (e.g. biological, psychological, systemic, culture, trauma etc.) that influence personality and overall development</p>	<p>Fall, year 2 EDG 703 Personal Development Reflection Paper. Fall year 3</p> <p>EDG 743 Individual Counseling Video/Case Conceptualization</p>	<p>Task Stream</p> <p>Task Stream</p>	<p>Instructor evaluates candidates' performance on key assessments;</p> <p>CE/SC Program Coordinator and/or Task Stream Coordinator and Advisor review and analyze candidate performance on key assessments within 30 days of evaluation.</p>
<p>Career Development CACREP Standards Addressed:</p>	<p>KPI C6 Candidates demonstrate knowledge of career development theories/models, counseling, and career decision-making models and career development program evaluation and planning</p>	<p>Spring, year 1 EDG 704 Clinical Mental Health Counselor Portfolio. Spring, year 2 EDG 707 Practicum supervisor evaluation Question(s) #24 Fall, year 3</p>	<p>Task Stream</p> <p>Google Drive</p>	<p>Instructor evaluates candidates' performance on key assessments;</p> <p>CE/SC Program Coordinator and/or Task Stream Coordinator and Advisor review and analyze candidate performance on key assessments within 30 days of evaluation.</p>

Counseling and Helping Relationships CACREP Addressed: 2.F.5.a, b, c, d, g, h, i, j.	KPI C7 Candidates will demonstrate their knowledge of theoretical concepts related to best practices in counseling treatment, intervention, consultation and case conceptualization. This includes knowledge of counseling models and behaviors that are ethical, developmentally appropriate and culturally relevant conceptualizing clients using a systems approach.	Fall, year 1 EDG 701 Key Assessment(s): Case Conceptualization Assignment Fall, year 3 EDG 743 Individual Counseling Video with Case Conceptualization	Task Stream Task Stream	Instructor evaluates candidates' performance on key assessments; CE/SC Program Coordinator and/or Task Stream Coordinator and Advisor review and analyze candidate performance on key assessments within 30 days of evaluation.
	KPI C8 Students will demonstrate skills related to interviewing, counseling, and case conceptualization and show evidence of effective counselor characteristics and behaviors	Spring, year 2 EDG 707 Site Supervisor Evaluation Fall, year 3 EDG 743 Individual Counseling Video Assignment/Case Conceptualization	Task Stream Task Stream	

<p>Group Counseling and Group Work CACREP Standards Addressed: 2.F.6a-h</p>	<p>KPI C9 Candidates demonstrate foundational knowledge and skills related to group counseling and planning interventions to promote social/emotional, academic, career and college readiness in the context of groups within schools and schools and mental health settings</p>	<p>Spring, year 1 EDG 705 Group Counseling Proposal. Spring year 2</p>	<p>Task Stream</p> <p>Task stream</p>	<p>Instructor evaluates candidates' performance on key assessments;</p> <p>CE/SC Program Coordinator and/or Task Stream Coordinator and Advisor review and analyze candidate performance on key assessments within 30 days of evaluation.</p>
<p>Assessment and Testing CACREP Standards Addressed: 2.F.7a-m</p>	<p>KPI C10 Candidates demonstrate knowledge and skills of various ways to assess academic, career, college, and social-emotional issues in clients in to enhance the overall development</p>	<p>Fall, year 2 EDG 752Paper EDG 743 Site Supervisor Formative Evaluation</p>	<p>Task Stream</p> <p>Google Drive</p>	<p>Instructor evaluates candidates' performance on key assessments;</p> <p>CE/SC Program Coordinator and/or Task Stream Coordinator and Advisor review and analyze candidate performance on key assessments within 30 days of evaluation.</p>

Research and Program Evaluation Program Development: CACREP Standards Addressed: 2.F.8b-e and i-j	KPI C11 Candidates demonstrate specific knowledge and skills for critiquing data, evidence-based interventions, and research in doing counseling program assessment	Spring, year 2 EDG 707 Outcome reports focused on closing equity in service gaps and outcomes in CMHC settings	Task Stream	Instructor evaluates candidates' performance on key assessments;
		Fall, year 3 EDG 708 Clinical Mental Health Counseling Program Evaluation Paper	Task Stream	CE/SC Program Coordinator and/or Task Stream Coordinator and Advisor review and analyze candidate performance on key assessments within 30 days of evaluation.

The following are the evaluation strategies that will be used to assess the proposed MS-CMHC program:

Student Satisfaction

All students enrolled in the MS-CMHC program will be afforded the opportunity to complete a course/instructor assessment each semester.

Student Outcomes

Ensuring that students of the programs are mastering the required content and standards is a critical component in the measurement of whether or not a program is effective. The following tools will be used to assess student outcomes: individual course-based evaluation methods (e.g., projects, examinations, presentations, etc.), grade point averages and dissertation process/product.

Course-based Evaluations

Faculty will be presented with the objectives students are expected to achieve in the respective classes. Faculty will be responsible for assessing that students have, indeed, met the course requirements and are proficient in the objectives stated in the course syllabus. Initially, program faculty will meet to review the objectives for each course and discuss specific evaluation methods for assessing mastery of required knowledge, skills and dispositions. Faculty will continue to meet each semester to review the effectiveness of the specific course-based evaluation methods and to refine, if needed, these methods based on feedback from the course/instructor assessments.

Supervisor Evaluations

Student performance will be evaluated by their site supervisors during each of their clinical experiences: Practicum in Counseling and Internships I and II. Data will be collected by the program coordinator and analyzed within 30 days of receipt.

Grade Point Average

All students enrolled in the MS-CMHC program will be required to maintain an overall 3.0 grade point average (GPA) to continue in the program and will be subject to Lehman College's existing academic policy for graduate students. The MS-CMHC program advisors will be responsible for tracking advisees and intervening with those program students who are in danger of falling below the minimum grade point average requirement.

Program Graduates

An exit survey will be distributed upon program completion. The purpose of this survey is to get student feedback on the overall program, from the submission of the admissions application to the filing for graduation. Student suggestions for improving the academic, social and experienced-based components of the program will be solicited. Collected information and feedback will be shared with the relevant offices (e.g., graduate admissions, academic support, academic departments, etc.) for the purpose of continuous program and operations improvement. In order to enhance the program's goal of maintaining Lehman College as a center of excellence in preparing practitioners in Clinical Mental Health Counseling, a survey will be distributed within one or two years after graduation. This will solicit ongoing feedback from those graduates practicing in the field, thus assuring program content remains up-to-date and relevant.

Placement of Graduates and Assessment of Graduates' Ability and Skills to Perform the Job

The program faculty will maintain a database of each graduate and pertinent information such as graduation year, grade point average at time of graduation, contact information, employment information, etc. Alumni surveys will be distributed, periodically, to seek feedback from program alumni and to update employment information. Further, faculty will seek permission from alumni to administer employer surveys for determining knowledge, skills and related to the counseling profession.

Faculty Performance

Faculty will be evaluated according to a three-tier process that includes: 1) an annual administrative evaluation by the department chair of the individual's scholarly activities and overall contributions to the department, the school and the college; 2) peer evaluation of teaching; and 3) student course and teaching evaluations. In order to maintain the integrity of the program, part-time faculty will be reviewed by the department leadership. This review will focus on their in-class performance and achievement of course learning outcomes.

Administrative Evaluation

Every year, faculty members are expected to submit an updated curriculum vita that lists any scholarly endeavors (e.g., publications, presentations, acquired grants, etc.) that they have completed since the beginning of the academic year. Further, untenured faculty members are expected to submit upcoming plans for new research that they are expected to commence for the following academic year. During annual reviews, faculty members discuss both their past scholarly accomplishments and their future research plans with their department chair. Scholarly endeavors are extremely significant for untenured faculty. Part of the chair's role in the annual evaluation is to support untenured faculty in their quest to

conduct innovative research that informs their practice as leader-, teacher-, and counselor-educators. Further, the chair evaluates faculty members on three levels of service: college-wide service, school-wide service and department-wide service. If there are gaps missing in one of these levels, the chair makes recommendations for specific committee work and/or projects that faculty members should explore.

Peer Evaluation

Each semester, untenured full-time and all part-time faculty members undergo a peer observation process. This process includes a pre-planning meeting between the faculty member and the peer observer and involves a discussion of the classroom lesson to be observed, as well as any challenges, issues, or questions the faculty may be facing and on which he/she is seeking feedback. The pre-planning meeting allows the faculty member a voice in guiding the actual observation, and the observation becomes a collaborative process and cohesive dialogue between two instructional colleagues. After the observation occurs, the faculty members meet for a post-observation meeting, where the class lesson is carefully and systematically analyzed. Strengths, weaknesses, existing opportunities and follow-up suggestions are thoroughly discussed at this time.

Course and Instructor Evaluation

Students are given the opportunity to evaluate their courses and instructors (regardless of tenure status) every semester. Once the data is analyzed, results are given to the dean, department chair and faculty member. Faculty strengths and weaknesses, as well as suggestions for improvement, are discussed between the department chair and faculty member during the annual evaluation meeting. Appropriate professional development plans are created based on data from the instructor evaluation surveys. Individual faculty data are comprised for each of the evaluation items, with the overall department mean, enabling faculty to determine whether their student ratings are above the mean, at the mean or below the mean.

EXTERNAL EVALUATION

Please see Appendix H for the CV of the below external reviewer, the completed program review in Appendix I and our response to the review in Appendix K.

Heather C. Robertson, Ph.D., Associate Professor in Counselor Education/Clinical Mental Health Counseling (CACREP-Accredited) St. John's University, Queens, NY

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APPENDIX A

New Course Proposals

LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF COUNSELING, LEADERSHIP, LITERACY
AND SPECIAL EDUCATION

CURRICULUM CHANGE

1. **Type of change:** New Course

2.

Department(s)	Counseling, Leadership, Literacy and Special Education
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Counselor Education
Course Prefix & Number	EDG 750
Course Title	Foundations of Mental Health Counseling
Description	Orientation to mental health counseling; overview of the historical, philosophical, legislative, and organizational perspectives of the mental health counseling profession; professional identity, evidence-based practice, research, and the role of the clinical mental health counselor in serving culturally diverse populations emphasizing ethical and legal standards; private and public sectors and facilities; and the professional and membership organizations representing
Pre/ Co Requisites	
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	N/A
General Education Component	<u>XX</u> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science

	<input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World
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3. **Rationale:**

Required course for new Mental Health Extension Program

4. **Learning Outcomes (By the end of the course students will be expected to):**

- Demonstrate knowledge of the historical, philosophical, and organizational aspects of the mental health counseling profession.
- Discuss concepts related legislation and government policy relevant to clinical mental health counseling.
- Conceptualize the roles and responsibilities of mental health counselors as members of interdisciplinary teams as well as within the context of mental health agencies.
- Apply skills for promoting advocacy needed to address institutional and social barriers and promote access, equity, and wellness.
- Communicate an understanding of professional counseling credentialing, including certification and licensure, accreditation practices and standards, legal and ethical considerations, and policies around record keeping, third-party reimbursements.

5. **Date of Departmental Approval:** April 3, 2019

**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK**

**DEPARTMENT OF COUNSELING, LEADERSHIP, LITERACY
AND SPECIAL EDUCATION**

CURRICULUM CHANGE

1. **Type of change:** New Course

2.

Department(s)	Counseling, Leadership, Literacy and Special Education
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Counselor Education
Course Prefix & Number	EDG 751
Course Title	Psychopathology in Counseling
Description	In-depth overview of the signs, symptoms, etiology, and prevalence of categories of mental illness as outlined in the Diagnostic and Statistical Manual of Mental Disorders (DSM-V); emphasis on learning diagnostic criteria and understanding the role of biological, psychological, and social factors in maladaptive cognitions and behaviors; cultural and ethical issues, research, and limitations are discussed.
Pre/ Co Requisites	
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	N/A
General Education Component	<u>XX</u> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. Rationale:

Required course for new Mental Health Extension Program

4. Learning Outcomes (By the end of the course students will be expected to):

- Discuss etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders.
- Apply knowledge and skills for mental health diagnosis, including differential diagnosis and the use of the Diagnostic and Statistical Manual of Mental Disorders (DSM V).
- Identify risk factors related to substance use disorders.
- Describe co-occurrence of neurological, medical, and psychological disorders
- Understand the impact of crisis and trauma on individuals with mental health diagnoses.

5. Date of Departmental Approval: April 3, 2019

**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK**

**DEPARTMENT OF COUNSELING, LEADERSHIP, LITERACY
AND SPECIAL EDUCATION**

CURRICULUM CHANGE

1. **Type of change:** New Course

2.

Department(s)	Counseling, Leadership, Literacy and Special Education
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Counselor Education
Course Prefix & Number	EDG 752
Course Title	Clinical Assessment and Treatment Planning in Mental Health Counseling
Description	Focus on the role of assessment in mental health counseling; students learn case conceptualization, clinical intake interviews, and treatment planning. Emphasis on person-centered, strengths-based practices in treatment planning that addresses systemic factors, engages natural supports, and promotes improvements in cognitive, affective, behavioral, and physical functioning in diverse client populations. Includes the role of psychopharmacology in counseling treatment.
Pre/ Co Requisites	EDG 750 and EDG 751
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	N/A
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures

	<input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World
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3. **Rationale:**

Required course for new Mental Health Extension Program

4. **Learning Outcomes (By the end of the course students will be expected to):**

- Discuss the role of assessment in mental health counseling.
- Develop comprehensive case conceptualizations of clients.
- Conduct clinical intake interviews that include mental status evaluation, biopsychosocial history, mental health history and psychological assessment for treatment planning.
- Demonstrate knowledge of person-centered, strengths-based practices in treatment planning that address systemic factors, engage natural supports, and promote improvements in cognitive, affective, behavioral, and physical functioning in diverse client populations.
- Describe the role of psychopharmacology in counseling treatment.

5. **Date of Departmental Approval:** April 3, 2019

**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK**

**DEPARTMENT OF COUNSELING, LEADERSHIP, LITERACY
AND SPECIAL EDUCATION**

CURRICULUM CHANGE

1. **Type of change:** New Course

2.

Department(s)	Counseling, Leadership, Literacy and Special Education
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Counselor Education
Course Prefix & Number	EDG 753
Course Title	Internship in Clinical Mental Health Counseling I
Description	First of two required supervised internships in clinical mental health counseling and consultation. Mental health counseling interns are required to provide 120 hours of direct counseling/consultation service to child/adolescent and adult clients and 180 hours of indirect collateral counseling/consultation (including staff meetings, on-site supervision, and program development) at a New York State- approved mental health counseling internship site. Students also participate in weekly, in-class group supervision devoted to evaluation of evidence-based counseling, consultation, assessment, diagnosis, treatment, advocacy and leadership skills using self-report, journals, videotaped counseling sessions, and selected advanced mental health counseling topics.
Pre/ Co Requisites	48 hours of graduate counseling program credits; EDG 752 and program coordinator permission.
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	N/A
General Education Component	<u>XX</u> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science

	<input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World
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3. **Rationale:**

Required course for new Mental Health Extension Program

4. **Learning Outcomes (By the end of the course students will be expected to):**

- Conduct comprehensive mental health intake interviews.
- Design treatment plans that include the following components: mental status evaluation, biopsychosocial history, and mental health history.
- Manage a caseload of clients with a range of mental health issues.
- Practice techniques and interventions for prevention and treatment of a broad range of mental health issues.
- Use strategies for interacting with integrated behavioral health care professionals and advocate for individuals with mental health issues.

5. **Date of Departmental Approval:** April 3, 2019

**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK**

**DEPARTMENT OF COUNSELING, LEADERSHIP, LITERACY
AND SPECIAL EDUCATION**

CURRICULUM CHANGE

1. **Type of change:** New Course

2.

Department(s)	Counseling, Leadership, Literacy and Special Education
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Counselor Education
Course Prefix & Number	EDG 754
Course Title	EDG 754 Internship in Clinical Mental Health Counseling II.
Description	Second of two required supervised internships in clinical mental health counseling and consultation. Mental health counseling interns are required to provide 120 hours of direct counseling/consultation service to child/adolescent and adult clients and 180 hours of indirect collateral counseling/consultation (including staff meetings, on-site supervision, and program development) at a New York State- approved mental health counseling internship site. Students also participate in weekly, in-class group supervision devoted to evaluation of evidence-based counseling, consultation, assessment, diagnosis, treatment, advocacy and leadership skills using self-report, journals, and videotaped counseling sessions, and selected advanced mental health counseling topics.
Pre/ Co Requisites	EDG 753 and program coordinator permission.
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	N/A
General Education Component	<u>XX</u> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science

	<input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World
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3. **Rationale:**

Required course for new Mental Health Extension Program

4. **Learning Outcomes (By the end of the course students will be expected to):**

- Conduct comprehensive mental health intake interviews.
- Design treatment plans that include the following components: mental status evaluation, biopsychosocial history, and mental health history.
- Manage a caseload of clients with a range of mental health issues.
- Practice techniques and interventions for prevention and treatment of a broad range of mental health issues.
- Use strategies for interacting with integrated behavioral health care professionals and advocate for individuals with mental health issues.

5. **Date of Departmental Approval:** April 3, 2019

**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK**

**DEPARTMENT OF COUNSELING, LEADERSHIP, LITERACY
AND SPECIAL EDUCATION**

CURRICULUM CHANGE

1. **Type of change:** New Course

2.

Department(s)	Counseling, Leadership, Literacy and Special Education
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Counselor Education
Course Prefix & Number	EDG 755
Course Title	Seminar 1: Anti-Racist, Anti-Oppression Advocacy and Leadership in Clinical Mental Health Counseling
Description	There are immense disparities in who receives mental health counseling assessment and services based on multiple cultural identities and a history of White supremacy, settler colonialism, sexism, classism, and heterosexism. This seminar introduces candidates on how to be advocates and leaders for clinical mental health counseling equity through anti-racism and challenging multiple oppressions.
Pre/ Co Requisites	
Credits	1
Hours	
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	N/A
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society

3. Rationale:

Required course for new MS Degree in **Counselor Education:** Clinical Mental Health Counseling

4. Learning Outcomes (By the end of the course students will be expected to):

- Discuss the disparities in clinical mental health counseling and assessment services between diverse cultural groups
- Apply awareness, knowledge, and skills in anti-racism and anti-oppression
- Conceptualize specific leadership and advocacy knowledge and skills for equitable mental health counseling assessment and treatment
- Understand the need for more research and evidence-based practice in anti-racist, anti-oppressive mental health counseling
- Utilize systems and political policy advocacy and institutional change for equity at local, city/town, county, state, and national levels

5. Date of Departmental Approval: February 3, 2021

**LEHMAN COLLEGE
OF THE
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**DEPARTMENT OF COUNSELING, LEADERSHIP, LITERACY
AND SPECIAL EDUCATION**

CURRICULUM CHANGE

1. **Type of change:** New Course

2.

Department(s)	Counseling, Leadership, Literacy and Special Education
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Counselor Education
Course Prefix & Number	EDG 756
Course Title	Seminar 2: Cognitive Behavior Therapy
Description	Orientation to the use of Cognitive Behavior Therapy for treatment of depression and anxiety; overview of the research related to the use of CBT and its effectiveness; the cognitive model diagram and CBT models of different anxiety and mood disorders; initial evaluations and treatment planning in CBT, techniques for identifying automatic thoughts and core beliefs, behavioral experiments and exposure exercises, mindfulness and the therapeutic relationship
Pre/ Co Requisites	
Credits	1
Hours	
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	N/A
General Education Component	<u>XX</u> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression

	Individual and Society Scientific World
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3. **Rationale:**

Required course for new MS Degree in Clinical Mental Health Counseling

4. **Learning Outcomes (By the end of the course students will be expected to):**

- Discuss the cognitive model.
- Apply knowledge and skills for using CBT for individual and group counseling
- Conceptualize anxiety and mood disorders through the cognitive model.
- Understand the research related to CBT
- Utilize CBT for conducting evaluations and treatment planning

5. **Date of Departmental Approval:** February 3, 2021

**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK**

**DEPARTMENT OF COUNSELING, LEADERSHIP, LITERACY
AND SPECIAL EDUCATION**

CURRICULUM CHANGE

1. **Type of change:** New Course

2.

Department(s)	Counseling, Leadership, Literacy and Special Education
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Counselor Education
Course Prefix & Number	EDG 757
Course Title	Seminar 3: Abilities, Disabilities, and Neurodiversity in Mental Health Counseling
Description	Orientation to the role of abilities, disabilities, and neurodiversity in clinical mental health counseling. Overview of best practices in evaluation and treatment planning and counseling when serving individuals with disabilities; transition planning; Americans with Disabilities Act (ADA) Individuals with Disabilities Education Act (IDEA); person-centered planning
Pre/ Co Requisites	
Credits	1
Hours	
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	N/A
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society

3. Rationale:

Required course for new MS Degree in **Counselor Education: Clinical Mental Health Counseling**

4. Learning Outcomes (By the end of the course students will be expected to):

- Discuss the role of abilities, disabilities, and neurodiversity in clinical mental health counseling
- Learn about the roles of early intervention, 504 plans, accommodations, and transition planning for children, adolescents, and families.
- Apply awareness, knowledge, and skills of intellectual, learning, and physical disabilities in mental health counseling
- Conceptualize the role of neurodiversity in counseling and how increasing diagnoses of autism and brain-based human variations intersect with mental health for persons on the Spectrum.
- Understand the need for more research and evidence-based practice in work with diverse abilities, disabilities and neurodiversity for successful mental health counseling outcomes
- Practice advocacy skills for children, adolescents, couples, and families living with diverse abilities, disabilities, and neurodiversity

5. Date of Departmental Approval: February 3, 2021

**LEHMAN COLLEGE
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**DEPARTMENT OF COUNSELING, LEADERSHIP, LITERACY
AND SPECIAL EDUCATION**

CURRICULUM CHANGE

1. **Type of change:** New Course

2.

Department(s)	Counseling, Leadership, Literacy and Special Education
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Counselor Education
Course Prefix & Number	EDG 758
Course Title	Seminar 4: Supervision and Consultation in Mental Health Counseling
Description	Two key skills for all mental health counselors are supervision and consultation with individuals, couples, families, and systems. This seminar provides an introduction to two evidence-based clinical supervision models: The Integrated Development Model (IDM) and the Discrimination Model. Models for equity-focused client and systems consultation are also covered.
Pre/ Co Requisites	
Credits	1
Hours	
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	N/A
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. Rationale:

Required course for new MS Degree in **Counselor Education:** Clinical Mental Health Counseling

4. Learning Outcomes (By the end of the course students will be expected to):

- Discuss the importance of supervision and consultation skills in mental health counseling
- Apply awareness, knowledge, and skills in two clinical supervision models and two consultation models
- Conceptualize specific equity issues in consultation and supervision
- Understand the need for more research and evidence-based practice in anti-racist, anti-oppressive consultation and supervision in mental health counseling
- Utilize effective consultation and supervision skills in role play scenarios.

5. Date of Departmental Approval: February 3, 2021

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AND SPECIAL EDUCATION**

CURRICULUM CHANGE

1. **Type of change:** New Course

2.

Department(s)	Counseling, Leadership, Literacy and Special Education
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Counselor Education
Course Prefix & Number	EDG 759
Course Title	Seminar 5: Dialectical Behavior Therapy
Description	Orientation to the use of Dialectical Behavior Therapy for treatment of depression, anxiety and personality disorders; Overview of the origins of DBT and the four modules of skills related to: core mindfulness, interpersonal effectiveness, distress tolerance and emotional regulation; the use of DBT skills for reducing dysregulation and reactivity; the role of the DBT therapist; challenging behaviors
Pre/ Co Requisites	
Credits	1
Hours	
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	N/A
General Education Component	<u>XX</u> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression

	Individual and Society Scientific World
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3. **Rationale:**

Required course for new MS Degree in Clinical Mental Health Counseling

4. **Learning Outcomes (By the end of the course students will be expected to):**

- Characterize personality disorders from a DBT perspective
- Conceptualize the four modules of DBT
- Facilitate DBT psychoeducational groups
- Conduct DBT individual and group therapy
- Engage in collaborative relationships with clients
- Identify and address identify therapy-interfering behavior
- Utilize validation principles and practices of DBT

5. **Date of Departmental Approval:** February 3, 2021

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**DEPARTMENT OF COUNSELING, LEADERSHIP, LITERACY
AND SPECIAL EDUCATION**

CURRICULUM CHANGE

1. **Type of change:** New Course

2.

Department(s)	Counseling, Leadership, Literacy and Special Education
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Counselor Education
Course Prefix & Number	EDG 760
Course Title	Seminar 6: The Business of Managing a CMHC Practice
Description	Overview of managing a private practice in Clinical Mental Health Counseling; developing a business plan, ethical and legal considerations, navigating insurance companies, billing practices, marketing, setting up an office, teletherapy, common pitfalls
Pre/ Co Requisites	
Credits	1
Hours	
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	N/A
General Education Component	<u>XX</u> Not Applicable ___ Required ___ English Composition ___ Mathematics ___ Science ___ Flexible ___ World Cultures ___ US Experience in its Diversity ___ Creative Expression ___ Individual and Society ___ Scientific World

3. **Rationale:**

Required course for new MS Degree in Clinical Mental Health Counseling

4. **Learning Outcomes (By the end of the course students will be expected to):**

- Formulate a business plan for establishing and managing a private counseling practice
- Demonstrate awareness of ethical and legal considerations in private practices
- Explain the process of determining behavioral healthcare benefits
- Execute a plan for determining fees and managing billing,
- Develop a marketing plan
- Organize a therapeutic office
- Engage in teletherapy practices that adhere to legal requirements and ethical standards

5. **Date of Departmental Approval:** February 3, 2021

APPENDIX B

New Course Syllabi

**Lehman College of the City University of New York
Department of Counseling, Leadership, Literacy, and Special Education
M.S.Ed. in Counselor Education/School Counseling program
EDG 750
Foundations of Mental Health Counseling
3 Graduate Credits**

Instructor:

Class Meetings:

Office:

Office Hours:

Mailbox:

E-mail:

Phone/Voicemail:

Course Website: Blackboard

Lehman College Education Librarian: Prof. Alison Lehner-Quam, Assistant Professor,
Room 318A alison.lehnerquam@lehman.cuny.edu 718-960-7756

Lehman College Counselor Education/School Counseling Research

Guide: [:http://libguides.lehman.edu/c.php?g=331469&p=2223110](http://libguides.lehman.edu/c.php?g=331469&p=2223110)

Counseling Research Article Listing: https://en.wikipedia.org/wiki/School_counselor

*Syllabus changes may occur at the instructor's discretion.

COURSE TITLE AND DESCRIPTION

EDG 750 Foundations of Mental Health Counseling: Orientation to mental health counseling; overview of the historical, philosophical, legislative, and organizational perspectives of the mental health counseling profession; professional identity, evidence-based practice, research, and the role of the clinical mental health counselor in serving culturally diverse populations emphasizing ethical and legal standards, private and public sectors and facilities; and the professional and membership organizations representing consumers and practitioners. (10 fieldwork hours required.) PREREQ: EDG 707

ACCREDITATIONS

The Counselor Education/School Counseling program is accredited by CACREP, the Council for the Accreditation of Counseling and Related Educational Programs (www.cacrep.org) and CAEP, the Council for the Accreditation of Educator Preparation (www.caepnet.org).

MISSION:

The Lehman College Counselor Education program develops culturally competent, ethical, caring, data-informed professional counselors in an urban educational framework.

Counselor candidates promote social justice and human rights advocacy in their scholarly, clinical, assessment, evaluation, and school counseling program implementation practices. The Counselor Education program climate emphasizes collaboration, leadership, self-awareness, and mutual respect among diverse groups and includes anti-racist and anti-oppression practices in coursework and fieldwork

PROGRAM OBJECTIVES:

1. Prepare candidates who can conceptualize the historical, philosophical, and organizational aspects of the counseling profession including, concepts related to legislation and governmental policies and apply advocacy skills for addressing institutional and social barriers and promoting access, equity, and wellness.
2. Prepare candidates who can recognize issues related to power, privilege and race and engage in culturally responsive treatment planning and therapeutic decision-making practices, and maintain a commitment to the exploration (and self-exploration) of race, ethnicity, culture, spiritual and differences in ability to ensure that treatment is both culturally relevant and equitable.
3. Prepare candidates who can integrate human development theory into case conceptualization and treatment planning, including the biological, psychological, systemic, and cultural factors that influence personality and overall development.
4. Prepare candidates who will employ strategies for examining the personal characteristics, interests, aptitudes, work-related values, resources and culture, related to career development and utilize research-based methods for career planning.
5. Prepare candidates who possess essential counselor characteristics, leadership, interviewing and case conceptualization skills and utilize counseling theories, models, and strategies for understanding and engaging with clients.
6. Prepare candidates who can identify theoretical foundations of group counseling and group work and apply ethical and culturally relevant strategies for recruiting and screening members and organizing and facilitating groups.
7. Prepare candidates to make use of assessments for diagnostic purposes and for identifying trauma, abuse, and intervention planning purposed and engage in standard procedures for reporting abuse or potential harm
8. Prepare candidates to analyze and use data in counseling and engage in practices that are ethical and culturally relevant when conducting, interpreting and reporting results in program evaluation.
9. Prepare candidates to discuss etiology, nomenclature, treatment, referral, and prevention of mental, emotional and substance use disorders and apply knowledge and skills for navigating the Diagnostic and Statistical Manual of Mental Disorders (DSM V) and identifying diagnosis.
10. Enhance candidate knowledge and understanding of professional counseling credentialing, including certification and licensure, accreditation practices and policies around record keeping, third-party reimbursements.

11. Prepare candidates to conduct comprehensive intake interviews for treatment planning and employ techniques and interventions for prevention and treatment of a broad range of mental health issues

SCHOOL OF EDUCATION VISION, CONCEPTUAL FRAMEWORK, AND THEMES

Lehman Urban Transformative Education (LUTE) represents the School of Education's vision for educators and leaders who are or will be responsible for stimulating and supporting the development of knowledge, skills, practices, and dispositions that enrich individuals and, in turn, the communities where they live and work. Our vision is rooted in and extends from the missions of both the City University of New York and Lehman College. We seek to facilitate individuals' access to postsecondary higher education and occupational opportunities. We also seek to increase personal and social competencies for every PreK-18 student. In all of our work, we strive to close achievement, opportunity, and attainment gaps.

Theme I: Empower Our Diverse Community of Educators and Learners.

Theme II: Educate and Advocate for Social Action and Equity.

Theme III: Realize Potential.

Theme IV: Affirm Our Diverse Ethnic and Cultural Contexts.

REQUIRED TEXTS

Gerig, M. S. (2017). *Foundations for clinical mental health counseling; An introduction to the profession*, 3rd Ed. New York, NY: Pearson.

Selected additional readings may be assigned throughout the semester

RECOMMENDED RESEARCH JOURNALS

- *Adultspan (AADA)*
- *Career Development Quarterly (NCDA)*
- *Counseling and Values (ASERVIC)*
- *Counselor Education & Supervision (ACES)*
- *Educational Leadership*
- *Family Journal: Counseling for Couples and Families (IAMFC)*
- *Journal of Addictions & Offender Counseling (IAAOC)*
- *Journal of College Admission (NACAC)*
- *Journal of College Counseling (ACCA)*
- *Journal of Counseling & Development (ACA)*
- *Journal of Creativity in Mental Health (ACC)*
- *Journal of Employment Counseling (NECA)*
- *Journal of GLBT Issues in Counseling (ALGBTIC)*
- *Journal of Humanistic Counseling (AHC)*
- *Journal of Mental Health Counseling (AMHCA)*
- *Journal of Multicultural Counseling and Development (AMCD)*
- *Journal for Social Action in Counseling and Psychology (CSJ/PsySR)*
- *Journal for Specialists in Group Work (ASGW)*

- *Professional School Counseling* (ASCA)
- *Rehabilitation Counseling Bulletin* (ARCA)
- *Rethinking Schools*
- *School Effectiveness and School Improvement*
- *Urban Education*

ELECTRONICS POLICY, NETIQUETTE, AND ACADEMIC INTEGRITY

Netiquette and academic integrity (no plagiarism, appropriate citation and attribution of sources in all written work using APA style) are expected in this course and throughout the CE/SC graduate program in accordance with the CUNY policy. **Use of digital devices in class is at the discretion of the instructor**; digital device use should be directly related to in-class activities only and not for out-of-class homework unless explicitly stated. Please bring or share a laptop, tablet, or smartphone to class with lecture notes, syllabus & powerpoints. As school counselor candidates, the ability to be fully present is integral to learning about and practicing professional school counseling, therefore, smartphone use other than to review class materials is permitted outside of class unless otherwise indicated by the instructor. Please refer to these documents for details:

- **A Student Handbook on Online Etiquette (Netiquette):**
http://www.sps.cuny.edu/student_services/pdf/Netiquette.pdf
- **CUNY Policy on Academic Integrity:**
http://www.lehman.edu/lehman/about/policies_pdf/CUNYAcademicIntegrityPolicy.pdf

Blackboard and E-Mail Etiquette: Students are responsible for activating and accessing Blackboard for this course. The instructor cannot be responsible for technical difficulties or troubleshooting in the use of Blackboard. For all technical problems students should contact the IT service Desk at Carman Hall 108, 718-960-8111, help.desk@lehman.cuny.edu, or via electronic helpdesk request form: <http://www.lehman.edu/itr/help-desk.php>

Note: “Flaming”, “thrashing”, or otherwise inappropriate/disrespectful e-mail communications or discussions will be shared with the Counseling faculty, CLLSE department chair, the graduate college, and subject to appropriate action. If you are unable to communicate something respectfully in person, then you should not put it in an email.

Cell Phone and Electronic Devices Policy: Please turn off all electronic devices during class time. Making or receiving phone calls, text messages, and e-mails during class is not professional behavior and are considered disruptive to the learning experience.

Written requirements: All papers must be written in APA journal article format. Please review the guidelines for manuscript preparation in the APA Publication Manual, 6th edition. Students may reference the Purdue Online Writing Website (OWL) for additional clarification. <https://owl.english.purdue.edu/owl/resource/560/01/>

STUDENT SERVICES

(Accommodations, Advising, Career and Personal Counseling, Dean of Students/Food/Housing, Information/Research, Technology, Tutoring)

Academic Center for Excellence offers writing support and tutoring for individuals and groups and workshops as well as online tutoring. Regular tutoring hours during the fall and spring semesters are the following: Monday-Thursday 10 a.m.-7 p.m., and Saturday 10 a.m.-2 p.m. Old Gym Building 203, 718-960-8175, <http://www.lehman.edu/academics/instructional-support-services/index.php>

Career Services Center: Free Career Counseling, Resume, Job Search, and Interviewing Skills and Workshops, Shuster Hall 254, 718-960-8366, www.lehman.edu/career-services/contact-us.php;

Counseling Center: If you are experiencing personal and/or academic difficulties, confidential counseling services are available free of charge at Old Gym Building 114, 718-960-8761 <http://www.lehman.edu/counseling-center>

Dean of Students: Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact the Dean of Students, Dr. Stanley Brazile, for support in Shuster Hall stanley.bazile@lehman.cuny.edu, 718-960-8242. Please notify the professor to assist in providing resources.

Instructional Technology Center/HELP DESK, Carman Hall 108, Computer lab and help desk for CUNYFIRST, CUNY PORTAL, BLACKBOARD, E-MAIL, etc: Carman Hall 108, 718-960-8111, help.desk@lehman.cuny.edu, or via electronic helpdesk request form: <http://www.lehman.edu/itr/help-desk.php>

Leonard Lief Library: Information and Research The full-time librarian for School of Education is Assistant Professor Alison Lehner-Quam, Room 318A, Alison.lehner-quam@lehman.cuny.edu, 718-960-7756.

Student Disability Services: Lehman College is committed to providing access to all programs and curricula to all students. Students with disabilities who may need classroom accommodations are encouraged to register with the Office of Student Disability Services. The Counselor Education/School Counseling program faculty value diverse learning styles and will make alternative arrangements if you have a disability or if there are ways to make the learning experience more accessible. For more information, please contact the Office of Student Disability Services, Shuster Hall, Room 238, at 718-960-8441, <http://www.lehman.edu/student-disability-services/index.php>

LEARNING OUTCOMES

- Demonstrate knowledge of the historical, philosophical, and organizational aspects of the mental health counseling profession.
- Discuss concepts related legislation and government policy relevant to clinical mental health counseling.

- Conceptualize the roles and responsibilities of mental health counselors as members of interdisciplinary teams as well as within the context of mental health agencies.
- Apply skills for promoting advocacy needed to address institutional and social barriers and promote access, equity, and wellness.
- Communicate an understanding of professional counseling credentialing, including certification and licensure, accreditation practices and standards, legal and ethical considerations, and policies around record keeping, third-party reimbursements.

ASSESSMENT 1: ASSIGNMENTS/ARTIFACTS AND GRADING RUBRICS

EVALUATION SCALE:

94 - 100 = A; 90 - 93 = A-; 87 - 89 = B+; 84 - 86 = B; 80 - 83 = B-; 77 - 79 = C+; 74 - 76 = C; 70 - 73 = C-Below 70 = F

ABSENCES/TARDINESS/LATE ASSIGNMENT POLICY

- Two or more EXCUSED class absences = Minus one letter grade
- Five or more EXCUSED class absences = Automatic F
- Three or more tardies or leaving early = Minus one letter grade
- Five or more tardies or leaving early = Automatic C

Late Work Policy: Late assignments will not be accepted. Students who anticipate turning an assignment in late with a valid reason should consult with the instructor prior to the assignment's due date in order to avoid losing credit for the assignment. Such approval will be at the discretion of the instructor.

Note: There will be **NO** opportunity for make-up of the online assignments. Students who anticipate turning an online assignment in late with a valid reason should consult with the instructor prior to the assignment's due date in order to avoid losing credit for the assignment. Such approval will be at the discretion of the instructor.

It is highly recommended that students be prepared to complete the online assignments on Blackboard during/within the first 24 hours of the release of the time-limited assignments to account for any technical difficulties. By following this recommendation, students can use the remaining hours of assignment availability to find other means to access to the assignments (e.g., use the campus facilities, such as student computer labs or local library, to access the assignments.), if necessary. I strongly encourage students to consider this recommendation and adjust your schedule accordingly. Please, note that all Blackboard assignments reflect the date and time of your submission so do not wait until the last minute to complete assignments.

COURSE ASSIGNMENTS

1. Participation on Blackboard: 25% of Grade

You have been assigned to a group of three or four students on Blackboard. Each week, one group member is expected to take the lead and create a blog (subject: Blog 1 – Sept 1, Blog 2 – Sept. 8, etc.), answering the assignment that is posted. Assignments may involve,

reflecting on a statement, article, chapter, or video clip. The lead person will be assigned by the professor on weekly basis and be expected to start the conversation by Monday at 11:59pm of designated week. After the lead person has responded, the other two to three group members will review the blog and post a comment that includes their reaction to the initial response and additional insight, which must be completed by Wednesday at 11:59pm of the designated week. For example, for a week starting on September 3rd, the lead person will post by Monday, September 4th at 11:59pm and the other group members will respond by Wednesday, September 6th at 11:59pm. **Both lead responses and comments should also be at least 250 words in length and not exceed 400 words.** All postings and comments should be reflective of your knowledge obtained from the reading assignment, class discussions and research articles as well as your own personal experiences.

2. Clinical Mental Health Agency Case Study and Presentation: 25% of grade

Students will create a case study on a clinical mental health agency. This will involve conducting a thorough investigation of all aspects of the agency, including: reviewing agency website and available literature; conducting interviews with agency personnel and agency tours. The case study must include the following elements:

- Overview of agency (mission, goals, etc.)
- Overview of Administrative Structure
- Services Provided and fees/funding sources
- Description of the population of which the agency serves
- Faculty/staff credentials (including certifications, relevant training requirements, expectations for ongoing professional development).
- Role/Job Descriptions of Mental Health Counselors within the Agency
- Types of counseling services that are provided to clients

Cases should be incorporated into a paper and written using APA-style. Final papers are expected to be approximately 7 – 8 pages in length. This does not include cover page, abstract, references and/or supporting appendices.

3. Foundation of Change in Mental Health Counseling Paper: 25% of Grade

For this paper, students are expected to demonstrate their knowledge and understanding in the evolution of mental health counseling over time. Papers should include a historical overview of the development of mental health counseling, including events or relevant cases that served as catapults for changes in the following aspects of MHC including each of the following:

- Theoretical concepts
- Principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning
- Beliefs about the neurobiological and medical foundation and etiology of addiction and co-occurring disorders
- The use of psychological tests and assessments specific to clinical mental health counseling

Final papers are expected to be approximately 7 – 8 pages in length. This does not include cover page, abstract, references and/or supporting appendices.

4. Class Participation, Attendance, and In Class Assignments: 25% of Grade

Due to the interactive nature of counseling coursework and the format of this course regular class attendance and participation is essential. In addition, punctuality is an expected behavior of professional counselors. Tardiness after 15 minutes and leaving early will be recorded as an absence from class, unless prior arrangements have been discussed with the instructor. Part of your participation grade will depend upon your presence each week including face-to-face meetings or online participation. Any absences, repeated lateness, or lack of participation in class and on Blackboard will severely affect your grade. In order for an absence to be excused you must communicate with the instructor prior to the absence from class or as soon as possible after the occurrence such as later that evening in an emergency situation. An excused absence (one) is the only type of absence that will not affect your grade in this course. It is your responsibility to check for announcements, questions of the week, communication from me, etc. Attendance is considered regarding your active participation in Blackboard assignments and small group discussion online. Students should come to class having read each assignment and prepared to participate in insightful discussions and classroom activities. Insightful discussion includes synthesis and critical analysis of the readings and discussion questions targeted to promote class conversation. In addition, side conversations, disruptive behavior, arriving to class late or leaving class early, and coming back to class late from breaks is considered disrespectful and may impact your grade. Please be respectful to your professor, peers, and at your field assignment locations at all times and be mindful of the cell phone and electronic devices policy.

Participation Guidelines:

Excellent - Proactive participation: leading, originating, informing, and challenging contributions that reflect in-depth study, thought, and analysis of the topic under consideration. This does not mean dominating discussion or using a lot of words to say little. Multiple, regular and well thought out contributions that are not just reactive or brief statements.

Satisfactory - Reactive participation: supportive, follow-up contributions that are relevant and of value, but rely on the leadership and study of others, or reflect opinion rather than study, thought, and contemplation. Spotty or not well formed and thought out contributions.

Minimally acceptable - Passive participation: present, awake, alert, attentive, but not actively involved. Contributions that are minimal and not additive like “good idea” and “I agree”.

Unsatisfactory - Uninvolved: absent, present but not attentive, sleeping, irrelevant contributions that inhibit the progress of the class, discourteous, disruptive behavior. Inconsistent participation, missing responses to ongoing work.

Note: It is your responsibility to keep a copy of every assignment and communicate with the professor. There is **NO** opportunity to make-up online assignments. Students who

anticipate turning an online assignment in late with a valid reason should consult with the instructor prior to the due date to avoid losing credit. Approval is at the discretion of the instructor. It is highly recommended that candidates complete the online assignments on Blackboard during/within the first 24 hours of release for time-limited assignments in case of technical difficulties. All Blackboard assignments reflect the date and time of your submission so complete assignments quickly without delay. Grades will be reduced for more than one EXCUSED class absence; excessive tardiness; consistent grammar/spelling errors or lack of thorough editing in written assignments; lack of caring, professionalism, or unethical practice either in class or pre-practica site. Please see late work policy regarding assignments turned in past deadline.

Grading Policy

1. Participation on Blackboard: 25% of Grade
2. Clinical Mental Health Agency Case Study and Presentation: 25% of Grade
3. Foundation of Change in Mental Health Counseling: 25% of Grade
4. Class Participation, Attendance, and In Class Assignments – 25% of Grade

Assessment Rubrics: 4 – Exemplary, 3 - Satisfactory 2 - Developing, 1 - Unsatisfactory

1. Participation on Blackboard:				
Responses address each of the main points in the assignment and include personal insight.	1	2	3	4
Reflections/comments demonstrate the student understands of key theoretical concepts related to mental health counseling.	1	2	3	4
Reflections/comments are clear, fluid and free of grammatical errors	1	2	3	4
Reflections/comments are framed from the perspective of a mental health counselor	1	2	3	4
Contributions are appropriate in length (at least 250 words)	1	2	3	4
Total: 20 possible points; 20% of grade				
2. Clinical Mental Health Agency Case Study and Presentation:				
Consistently clear, concise, well organized. Points are easy to follow and include the use of APA format. Transitions between sections smooth and coordinated. Review of the literature is thorough, relevant, and current.	1	2	3	4
Overview of agency (mission, goals, etc.), Administrative Structure, Services Provided and fees/funding sources.	1	2	3	4
Description of the population of which the agency serves, Faculty/staff credentials (including certifications, relevant training requirements, expectations for ongoing professional development), Role/Job Descriptions of Mental Health Counselors within the Agency, Types of counseling services that are provided to clients.	1	2	3	4
Use of APA style; clarity; fluidity; no major grammatical or spelling errors.	1	2	3	4

Total: 20 possible points; 20% of Grade				
3. Foundation of Change in Mental Health Counseling:				
Provides a thorough historical overview of the development of mental health counseling, including events or relevant cases that served as catapults for changes.	1	2	3	4
Principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning.	1	2	3	4
Beliefs about the neurobiological and medical foundation and etiology of addiction and co-occurring disorders.	1	2	3	4
The use of psychological tests and assessments specific to clinical mental health counseling.	1	2	3	4
Use of APA style; clarity; fluidity; no major grammatical or spelling errors.				
Total: 20 possible points; 20% of Grade				
4. Class Participation, Attendance, and In Class Assignments:				
Attends class, prepared to discuss assigned readings and assignments.	1	2	3	4
Makes significant insightful contributions including synthesis and critical analysis of the readings, and helps to build collegial, collaborative spirit in class.	1	2	3	4
Professional attitude in class and electronically. Includes being open minded, nonjudgmental, caring, ethical practice, communicating in a respectful manner and being an active listener with good attending skills.	1	2	3	4
Presence adds to a positive and professional group dynamic.	1	2	3	4
Student listens attentively when others present materials perspectives, as indicated by comments that build on others' remarks, i.e., student hears what others say & contributes to the dialogue.				
Total: 20 possible points; 20% of Grade				
Total Grade: 100 possible points, 100% of Grade				

CLASS TOPICS, READINGS, AND ASSIGNMENT DUE DATES

Date	Topic	Readings	Assignments Due
TBA	Course Overview/ Goal Setting/ Foundations Syllabus Review		
TBA	is a Mental Health or Professional Counselor?	Chapter: 1	Online Assignment: - BLOG 1
TBA	No Classes Scheduled		
TBA	No Classes Scheduled		

TBA	The Clinical Mental Health Counseling Profession in Historical Perspective	Chapter: 2	Online Assignment: - BLOG 2
TBA	Theoretical Foundations for Clinical Mental Health Counselors	Chapter: 3	Online Assignment: - BLOG 3
TBA	Traditional and Contemporary Theories of Counseling	Chapter: 4	Online Assignment: - BLOG 4
TBA	Education, Licensure, and Certification	Chapter: 5	Online Assignment: - BLOG 5
TBA	Ethical and Legal Issues in Clinical Mental Health Counseling	Chapter: 6	Online Assignment: - BLOG 6
TBA	The Practice of Clinical Mental Health Counseling: What We Do	Chapter: 7	Online Assignment: - BLOG 7 Clinical Mental Health Agency Case Study and Presentation
TBA	Contexts for Professional Practice: Where Clinical Mental Health Counselors Work	Chapter: 8	Online Assignment: - BLOG 8
TBA	Appraisal and Research in the Practice of Clinical Mental Health Counseling	Chapter: 9	Online Assignment: - BLOG 9
TBA	Professional Practice in Multicultural Contexts	Chapter: 10	Online Assignment: - BLOG 10
TBA	Managed Care and Third-Party Reimbursement	Chapter: 11	Online Assignment: - BLOG 11
TBA	Community Mental Health: Program Development, Evaluation, and Management	Chapter: 12	Online Assignment: - BLOG 12 Case Presentation
TBA	The Future of Clinical Mental Health Counseling Termination Activity	Chapter: 13	Foundation of Change in Mental Health Counseling Paper

Note: Readings/Assignments are due on the day of the corresponding topic unless otherwise specified.

****Syllabus is subject to change at anytime at the discretion of the instructor****

**Psychopathology in Counseling
3 Graduate Credits**

Instructor:

Class Meetings:

Office:

Office Hours:

Mailbox:

E-mail:

Phone/Voicemail:

Course Website: Blackboard

Lehman College Education Librarian: Prof. Alison Lehner-Quam, Assistant Professor,
Room 318A alison.lehnerquam@lehman.cuny.edu 718-960-7756

Lehman College Counselor Education/School Counseling Research

Guide: [:http://libguides.lehman.edu/c.php?g=331469&p=2223110](http://libguides.lehman.edu/c.php?g=331469&p=2223110)

School Counseling Research Article Listing:

https://en.wikipedia.org/wiki/School_counselor

*Syllabus changes may occur at the instructor's discretion.

COURSE TITLE AND DESCRIPTION

EDG 751 Psychopathology in Counseling: In-depth overview of the signs, symptoms, etiology, and prevalence of categories of mental illness as outlined in the Diagnostic and Statistical Manual of Mental Disorders (DSM-V), emphasis on learning diagnostic criteria and understanding the role of biological, psychological, and social factors in maladaptive cognitions and behaviors; cultural and ethical issues, research, and limitations are discussed. PREREQ: EDG 707

ACCREDITATIONS

The Counselor Education/School Counseling program is accredited by CACREP, the Council for the Accreditation of Counseling and Related Educational Programs (www.cacrep.org) and CAEP, the Council for the Accreditation of Educator Preparation (www.caepnet.org).

MISSION:

The Lehman College Counselor Education program develops culturally competent, ethical, caring, data-informed professional counselors in an urban educational framework. Counselor candidates promote social justice and human rights advocacy in their scholarly, clinical, assessment, evaluation, and school counseling program implementation practices. The Counselor Education program climate emphasizes collaboration, leadership, self-awareness, and mutual respect among diverse groups and includes anti-racist and anti-oppression practices in coursework and fieldwork

PROGRAM OBJECTIVES:

1. Prepare candidates who can conceptualize the historical, philosophical, and organizational aspects of the counseling profession including, concepts related to legislation and governmental policies and apply advocacy skills for addressing institutional and social barriers and promoting access, equity, and wellness.
2. Prepare candidates who can recognize issues related to power, privilege and race and engage in culturally responsive treatment planning and therapeutic decision-making practices, and maintain a commitment to the exploration (and self-exploration) of race, ethnicity, culture, spiritual and differences in ability to ensure that treatment is both culturally relevant and equitable.
3. Prepare candidates who can integrate human development theory into case conceptualization and treatment planning, including the biological, psychological, systemic, and cultural factors that influence personality and overall development.
4. Prepare candidates who will employ strategies for examining the personal characteristics, interests, aptitudes, work-related values, resources and culture, related to career development and utilize research-based methods for career planning.
5. Prepare candidates who possess essential counselor characteristics, leadership, interviewing and case conceptualization skills and utilize counseling theories, models, and strategies for understanding and engaging with clients.
6. Prepare candidates who can identify theoretical foundations of group counseling and group work and apply ethical and culturally relevant strategies for recruiting and screening members and organizing and facilitating groups.
7. Prepare candidates to make use of assessments for diagnostic purposes and for identifying trauma, abuse, and intervention planning purposed and engage in standard procedures for reporting abuse or potential harm
8. Prepare candidates to analyze and use data in counseling and engage in practices that are ethical and culturally relevant when conducting, interpreting and reporting results in program evaluation.
9. Prepare candidates to discuss etiology, nomenclature, treatment, referral, and prevention of mental, emotional and substance use disorders and apply knowledge and skills for navigating the Diagnostic and Statistical Manual of Mental Disorders (DSM V) and identifying diagnosis.
10. Enhance candidate knowledge and understanding of professional counseling credentialing, including certification and licensure, accreditation practices and policies around record keeping, third-party reimbursements.
11. Prepare candidates to conduct comprehensive intake interviews for treatment planning and employ techniques and interventions for prevention and treatment of a broad range of mental health issues

SCHOOL OF EDUCATION VISION, CONCEPTUAL FRAMEWORK, AND THEMES

Lehman Urban Transformative Education (LUTE) represents the School of Education's vision for educators and leaders who are or will be responsible for stimulating and supporting the development of knowledge, skills, practices, and dispositions that enrich individuals and, in turn, the communities where they live and work. Our vision is rooted in and extends from the missions of both the City University of New York and Lehman College. We seek to facilitate individuals' access to postsecondary higher education and occupational opportunities. We also seek to increase personal and social competencies for every PreK-18 student. In all of our work, we strive to close achievement, opportunity, and attainment gaps.

Theme I: Empower Our Diverse Community of Educators and Learners.

Theme II: Educate and Advocate for Social Action and Equity.

Theme III: Realize Potential.

Theme IV: Affirm Our Diverse Ethnic and Cultural Contexts.

REQUIRED TEXTS

American Psychiatric Association, (2013). *Diagnostic and Statistical Manual of Mental Disorders*, 5th Ed. Arlington, VA, American Psychiatric Association.

Preston, J.D., O'Neal, J.H., Talaga, M.C. (2013). *Handbook of clinical psychopharmacology for therapists*, 8th Ed. New York, NY: New Harbinger.

Myers, J. E., & Sweeney, T. J. (Eds.) (2005). *Counseling for wellness: Theory, research, and practice*. Alexandria, VA: American Counseling Association.

Selected additional readings may be assigned throughout the semester

RECOMMENDED RESEARCH JOURNALS

- *Adultspan (AADA)*
- *Career Development Quarterly (NCDA)*
- *Counseling and Values (ASERVIC)*
- *Counselor Education & Supervision (ACES)*
- *Educational Leadership*
- *Family Journal: Counseling for Couples and Families (IAMFC)*
- *Journal of Addictions & Offender Counseling (IAAOC)*
- *Journal of College Admission (NACAC)*
- *Journal of College Counseling (ACCA)*
- *Journal of Counseling & Development (ACA)*
- *Journal of Creativity in Mental Health (ACC)*
- *Journal of Employment Counseling (NECA)*
- *Journal of GLBT Issues in Counseling (ALGBTIC)*
- *Journal of Humanistic Counseling (AHC)*
- *Journal of Mental Health Counseling (AMHCA)*
- *Journal of Multicultural Counseling and Development (AMCD)*

- *Journal for Social Action in Counseling and Psychology* (CSJ/PsySR)
- *Journal for Specialists in Group Work* (ASGW)
- *Professional School Counseling* (ASCA)
- *Rehabilitation Counseling Bulletin* (ARCA)
- *Rethinking Schools*
- *School Effectiveness and School Improvement*
- *Urban Education*

ELECTRONICS POLICY, NETIQUETTE, AND ACADEMIC INTEGRITY

Netiquette and academic integrity (no plagiarism, appropriate citation and attribution of sources in all written work using APA style) are expected in this course and throughout the CE/SC graduate program in accordance with the CUNY policy. **Use of digital devices in class is at the discretion of the instructor**; digital device use should be directly related to in-class activities only and not for out-of-class homework unless explicitly stated. Please bring or share a laptop, tablet, or smartphone to class with lecture notes, syllabus & powerpoints. As school counselor candidates, the ability to be fully present is integral to learning about and practicing professional school counseling, therefore, smartphone use other than to review class materials is permitted outside of class unless otherwise indicated by the instructor. Please refer to these documents for details:

- **A Student Handbook on Online Etiquette (Netiquette):**
http://www.sps.cuny.edu/student_services/pdf/Netiquette.pdf
- **CUNY Policy on Academic Integrity:**
http://www.lehman.edu/lehman/about/policies_pdf/CUNYAcademicIntegrityPolicy.pdf

Blackboard and E-Mail Etiquette: Students are responsible for activating and accessing Blackboard for this course. The instructor cannot be responsible for technical difficulties or troubleshooting in the use of Blackboard. For all technical problems students should contact the IT service Desk at Carman Hall 108, 718-960-8111, help.desk@lehman.cuny.edu, or via electronic helpdesk request form: <http://www.lehman.edu/itr/help-desk.php>

Note: “Flaming”, “thrashing”, or otherwise inappropriate/disrespectful e-mail communications or discussions will be shared with the Counseling faculty, CLLSE department chair, the graduate college, and subject to appropriate action. If you are unable to communicate something respectfully in person, then you should not put it in an email.

Cell Phone and Electronic Devices Policy: Please turn off all electronic devices during class time. Making or receiving phone calls, text messages, and e-mails during class is not professional behavior and are considered disruptive to the learning experience.

Written requirements: All papers must be written in APA journal article format. Please review the guidelines for manuscript preparation in the APA Publication Manual,

6th edition. Students may reference the Purdue Online Writing Website (OWL) for additional clarification. <https://owl.english.purdue.edu/owl/resource/560/01/>

STUDENT SERVICES

(Accommodations, Advising, Career and Personal Counseling, Dean of Students/Food/Housing, Information/Research, Technology, Tutoring)

Academic Center for Excellence offers writing support and tutoring for individuals and groups and workshops as well as online tutoring. Regular tutoring hours during the fall and spring semesters are the following: Monday-Thursday 10 a.m.-7 p.m., and Saturday 10 a.m.-2 p.m. Old Gym Building 203, 718-960-8175, <http://www.lehman.edu/academics/instructional-support-services/index.php>

Career Services Center: Free Career Counseling, Resume, Job Search, and Interviewing Skills and Workshops, Shuster Hall 254, 718-960-8366, www.lehman.edu/career-services/contact-us.php;

Counseling Center: If you are experiencing personal and/or academic difficulties, confidential counseling services are available free of charge at Old Gym Building 114, 718-960-8761 <http://www.lehman.edu/counseling-center>

Dean of Students: Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact the Dean of Students, Dr. Stanley Brazile, for support in Shuster Hall stanley.bazile@lehman.cuny.edu, 718-960-8242. Please notify the professor to assist in providing resources.

Instructional Technology Center/HELP DESK, Carman Hall 108, Computer lab and help desk for CUNYFIRST, CUNY PORTAL, BLACKBOARD, E-MAIL, etc: Carman Hall 108, 718-960-8111, help.desk@lehman.cuny.edu, or via electronic helpdesk request form: <http://www.lehman.edu/itr/help-desk.php>

Leonard Lief Library: Information and Research The full-time librarian for School of Education is Assistant Professor Alison Lehner-Quam, Room 318A, Alison.lehner-quam@lehman.cuny.edu, 718-960-7756.

Student Disability Services: Lehman College is committed to providing access to all programs and curricula to all students. Students with disabilities who may need classroom accommodations are encouraged to register with the Office of Student Disability Services. The Counselor Education/School Counseling program faculty value diverse learning styles and will make alternative arrangements if you have a disability or if there are ways to make the learning experience more accessible. For more information, please contact the Office of Student Disability Services, Shuster Hall, Room 238, at 718-960-8441, <http://www.lehman.edu/student-disability-services/index.php>

LEARNING OUTCOMES

- Discuss etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders.

- Apply knowledge and skills for mental health diagnosis, including differential diagnosis and the use of the Diagnostic and Statistical Manual of Mental Disorders (DSM V).
- Identify risk factors related to substance use disorders.
- Describe co-occurrence of neurological, medical, and psychological disorders
- Understand the impact of crisis and trauma on individuals with mental health diagnoses.

ASSESSMENT 1: ASSIGNMENTS/ARTIFACTS AND GRADING RUBRICS

EVALUATION SCALE:

94 - 100 = A; 90 - 93 = A-; 87 - 89 = B+; 84 - 86 = B; 80 - 83 = B-; 77 - 79 = C+; 74 - 76 = C; 70 - 73 = C-Below 70 = F

ABSENCES/TARDINESS/LATE ASSIGNMENT POLICY

- Two or more EXCUSED class absences = Minus one letter grade
- Five or more EXCUSED class absences = Automatic F
- Three or more tardies or leaving early = Minus one letter grade
- Five or more tardies or leaving early = Automatic C

Late Work Policy: Late assignments will not be accepted. Students who anticipate turning an assignment in late with a valid reason should consult with the instructor prior to the assignment's due date in order to avoid losing credit for the assignment. Such approval will be at the discretion of the instructor.

Note: There will be **NO** opportunity for make-up of the online assignments. Students who anticipate turning an online assignment in late with a valid reason should consult with the instructor prior to the assignment's due date in order to avoid losing credit for the assignment. Such approval will be at the discretion of the instructor.

It is highly recommended that students be prepared to complete the online assignments on Blackboard during/within the first 24 hours of the release of the time-limited assignments to account for any technical difficulties. By following this recommendation, students can use the remaining hours of assignment availability to find other means to access to the assignments (e.g., use the campus facilities, such as student computer labs or local library, to access the assignments.), if necessary. I strongly encourage students to consider this recommendation and adjust your schedule accordingly. Please, note that all Blackboard assignments reflect the date and time of your submission so do not wait until the last minute to complete assignments.

COURSE ASSIGNMENTS

1. Participation on Blackboard: 20% of Grade

You have been assigned to a group of three or four students on Blackboard. Each week, one group member is expected to take the lead and create a blog (subject: Blog 1 – Sept 1, Blog 2 – Sept. 8, etc.), answering the assignment that is posted. Assignments may involve, reflecting on a statement, article, chapter, or video clip. The lead person will be assigned by the professor on weekly basis and be expected to start the conversation by Monday at 11:59pm of designated week. After the lead person has responded, the other two to three group members will review the blog and post a comment that includes their reaction to the initial response and additional insight, which must be completed by Wednesday at 11:59pm of the designated week. For example, for a week starting on September 3rd, the lead person will post by Monday, September 4th at 11:59pm and the other group members will respond by Wednesday, September 6th at 11:59pm. **Both lead responses and comments should also be at least 250 words in length and not exceed 400 words.** All postings and comments should be reflective of your knowledge obtained from the reading assignment, class discussions and research articles as well as your own personal experiences.

2. Case Study Paper: 20% of Grade

Students will select a character from a movie, television series or book and develop a case presentation. The case presentation will include each of the following components:

- Brief description of the movie and character on which the case is based.
- Comprehensive intake report that includes an overview of the presenting problem, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment.
- A treatment plan that includes one goal for addressing at least one of the character's issues along with an intervention plan.
- One progress of an individual counseling session with the character. The topic of the session should relate to current issues specified in the intake include a specified intervention. The note should be written using either the SOAP or DAP formats

3. Clinical Mental Health Diagnosis Presentation – Group Assignment. 20% of grade

Students will work in teams of two or more to create an interactive presentation on a disorder in the DSM-5 that relates to a specific population and present it to the class. The purpose of this assignment is to demonstrate your knowledge of the diagnosis in the context of the specific population through professional practice as a mental health counselor. In other words, assuming your roles as mental health counselors, determine who would benefit from this presentation (clients, mental health professionals, etc.) and plan accordingly!

The goal of the presentation is to expand the knowledge of the classroom audience through active participation, critical thinking, reflecting, and by delivering the content in a creative manner. The information that is provided must go beyond that which is presented in the textbook, and handouts or visual aids should be utilized. Groups must obtain approval of their diagnosis and the specific population from the instructor.

Students must create an organized PowerPoint or Prezi presentation that includes a minimum of three journal articles, utilize an experiential wellness based activity, and provide a 1 page references list in APA format. The presentation may also include role-

plays, videos, counseling demonstrations and case studies. Presentations should be between 35 and 45 in minutes in length. Groups are expected to include the following information in their presentation and handouts:

- Description of your diagnosis and population (review of the literature).
- Rationale as to why the diagnosis is important and why it might be of particularly important to this specific population.
- Evidence (or lack of evidence) of this particular diagnosis being addressed by mental health counselors.
- Review of evidenced-based: treatment, interventions, and/or counseling strategies that have been used to address this diagnosis with this population.
- Discuss legal/ethical issues associated with this diagnosis in relation to the population.
- Summary that includes specific recommendations for how mental health counselors can be utilized in their role and implement preventative strategies, minimize risks associated with this population, promote awareness, etc.
- Students are required to integrate current and original research into this assignment. Be sure and cite and list references (at least three journal articles).

4. Midterm Examination - 10% of Grade

5. Final Examination – 10% of Grade

6. Class Participation, Attendance, and In Class Assignments – 20% of Grade

Due to the interactive nature of counseling coursework and the format of this course regular class attendance and participation is essential. In addition, punctuality is an expected behavior of professional counselors. Tardiness after 15 minutes and leaving early will be recorded as an absence from class, unless prior arrangements have been discussed with the instructor. Part of your participation grade will depend upon your presence each week including face-to-face meetings or online participation. Any absences, repeated lateness, or lack of participation in class and on Blackboard will severely affect your grade. In order for an absence to be excused you must communicate with the instructor prior to the absence from class or as soon as possible after the occurrence such as later that evening in an emergency situation. An excused absence (one) is the only type of absence that will not affect your grade in this course. It is your responsibility to check for announcements, questions of the week, communication from me, etc. Attendance is considered regarding your active participation in Blackboard assignments and small group discussion online. Students should come to class having read each assignment and prepared to participate in insightful discussions and classroom activities. Insightful discussion includes synthesis and critical analysis of the readings and discussion questions targeted to promote class conversation. In addition, side conversations, disruptive behavior, arriving to class late or leaving class early, and coming back to class late from breaks is considered disrespectful and may impact your grade. Please be respectful to your professor, peers, and at your field assignment locations at all times and be mindful of the cell phone and electronic devices policy.

Participation Guidelines:

Excellent - Proactive participation: leading, originating, informing, and challenging contributions that reflect in-depth study, thought, and analysis of the topic under consideration. This does not mean dominating discussion or using a lot of words to say little. Multiple, regular and well thought out contributions that are not just reactive or brief statements.

Satisfactory - Reactive participation: supportive, follow-up contributions that are relevant and of value, but rely on the leadership and study of others, or reflect opinion rather than study, thought, and contemplation. Spotty or not well formed and thought out contributions.

Minimally acceptable - Passive participation: present, awake, alert, attentive, but not actively involved. Contributions that are minimal and not additive like “good idea” and “I agree”.

Unsatisfactory - Uninvolved: absent, present but not attentive, sleeping, irrelevant contributions that inhibit the progress of the class, discourteous, disruptive behavior. Inconsistent participation, missing responses to ongoing work.

Grading Policy

1. Participation on Blackboard: 20% of Grade
2. Case Study Paper: 20% of Grade
3. Clinical Mental Health Diagnosis Presentation: 20% of Grade
4. Midterm Examination: 10% of Grade
5. Final Examination: 10% of Grade
6. Class Participation, Attendance, and In Class Assignments – 20% of Grade

Assessment Rubrics: 4 – Exemplary, 3 - Satisfactory 2 - Developing, 1 -Unsatisfactory

<i>1. Participation on Blackboard:</i>				
Responses address each of the main points in the assignment and include personal insight.	1	2	3	4
Reflections/comments demonstrate the student understands of key theoretical concepts related to diagnosis.	1	2	3	4
Reflections/comments are clear, fluid and free of grammatical errors	1	2	3	4
Reflections/comments are framed from the perspective of a mental health counselor	1	2	3	4
Contributions are appropriate in length (at least 250 words)	1	2	3	4
Total: 20 possible points; 20% of grade				
<i>2. Case Study Paper:</i>				
Provides a thorough description/explanation of DSM-5 diagnosis and a 30, 60, and 90-day treatment plan that includes wellness interventions.	1	2	3	4
Case Study form is completely in its entirety, detailed, and thorough.	1	2	3	4

Provides multiple examples from film regarding DSM-5 diagnosis and psychotropic medication recommendation.	1	2	3	4
Rationale statement includes at least three journal articles of current research, cited properly in-text and listed on the reference page in APA format.	1	2	3	4
Use of APA style; clarity; fluidity; no major grammatical or spelling errors	1	2	3	4
Total: 20 possible points; 20% of grade				
3. Clinical Mental Health Diagnosis Presentation:				
Consistently clear, concise, well organized. Points are easy to follow and include the use of APA format. Transitions between sections smooth and coordinated.	1	2	3	4
Visual aspects of presentation - simple, clear, easy to interpret and easy to read.	1	2	3	4
Knowledge of topic is apparent (does not rely too heavily on notes or read only from PowerPoint or Prezi slides).	1	2	3	4
Professional disposition – creativity, confidence, response to audience, school counselor identity,	1	2	3	4
Review of the literature is thorough, relevant, and current; Rationale as to why the topic is important is supported through data; Summary includes specific feasible recommendations for mental health counselors	1	2	3	4
Use of technology, experiential activity, and resources to increase accessibility of presentation	1	2	3	4
Resources Handouts include: copy of PowerPoint or Prezi slides, experiential Activity, 1 page references list in APA format.	1	2	3	4
Total: 20 possible points; 20% of Grade				
4. Midterm Examination: 10% of Grade				
5. Final Examination: 10% of Grade				
6. Class Participation, Attendance, and In Class Assignments:				
Attends class, prepared to discuss assigned readings and assignments.	1	2	3	4
Makes significant insightful contributions including synthesis and critical analysis of the readings, and helps to build collegial, collaborative spirit in class.	1	2	3	4
Professional attitude in class and electronically. Includes being open minded, nonjudgmental, caring, ethical practice, communicating in a respectful manner and being an active listener with good attending skills.	1	2	3	4
Presence adds to a positive and professional group dynamic.	1	2	3	4
Student listens attentively when others present materials perspectives, as indicated by comments that build on others’ remarks, i.e., student hears what others say & contributes to the dialogue.	1	2	3	4
Total: 20 possible points; 20% of Grade				
Total Grade: 100 possible points, 100% of Grade				

CLASS TOPICS, READINGS, AND ASSIGNMENT DUE DATES			
Date	Topic	Readings	Assignments Due
TBA	Course Overview/ Goal Setting/ Foundations Syllabus Review		

TBA	Introduction to Wellness Theory; Preliminary Diagnosis Considerations	Myers: 1, 2 Preston: 6	Online Assignment: - BLOG 1
TBA	No Classes Scheduled		
TBA	No Classes Scheduled		
TBA	The Wheel of Wellness; Indivisible Self; Assessing Wellness	Myers: 3, 4, 5	Online Assignment: - BLOG 2
TBA	Neurobiology; Pharmacology; Medication Non-Adherence	Preston: 3, 4, 5	Online Assignment: - BLOG 3
TBA	Ethnicity and Wellness Depressive Disorders	Myers: 11 Preston: 7	Online Assignment: - BLOG 4
TBA	Cross-Cultural Wellness Bipolar Disorders	Myers: 12 Preston: 8	Online Assignment: - BLOG 5 MIDTERM POSTED
TBA	Gender, Sexual Orientation, Wellness Anxiety Disorders	Myers: 13 Preston: 9	Online Assignment: - BLOG 6 Presentation 1 MIDTERM EXAM DUE
TBA	Wellness in the Context of Disability Obsessive-Compulsive Disorders	Myers: 14 Preston: 10	Online Assignment: - BLOG 7 Presentation 2
TBA	A Developmental Approach for Clients in Severe Distress Psychotic Disorders	Myers: 21 Preston: 11	Online Assignment: - BLOG 8 Presentation 3
TBA	Spirituality and Wellness Post-Traumatic Stress Disorder	Myers: 19 Preston: 12	Online Assignment: - BLOG 9 Presentation 4
TBA	Moving Towards Wellness Borderline Personality Disorders	Myers: 17 Preston: 13	Online Assignment: - BLOG 10
TBA	Stage of Change and Wellness Substance-Related Disorders	Myers: 16 Preston: 14	Online Assignment: - BLOG 11 Presentation 5

TBA	Counseling for Wellness Other Miscellaneous Disorders	Myers: 18 Preston: 15	Online Assignment: - BLOG 12 Presentation 6 Case Study Paper DUE FINAL POSTED
TBA	Wellness Counseling in Community Mental Health Agencies Termination Activity	Myers: 23	Presentation 7 FINAL EXAM

Note: Readings/Assignments are due on the day of the corresponding topic unless otherwise specified.

****Syllabus is subject to change at anytime at the discretion of the instructor****

**Lehman College of the City University of New York
Department of Counseling, Leadership, Literacy, and Special Education
M.S.Ed.. Counselor Education/School Counseling/Clinical Mental Health Counseling
EDG 752
Assessment and Treatment Planning in Mental Health Counseling
3 Graduate Credits**

Instructor:

Class Meetings:

Office:

Office Hours:

Mailbox:

E-mail:

Phone/Voicemail:

Course Website: Blackboard

Lehman College Education Librarian: Prof. Alison Lehner-Quam, Assistant Professor,
Room 318A alison.lehnerquam@lehman.cuny.edu 718-960-7756

Lehman College Counselor Education/School Counseling Research

Guide: [:http://libguides.lehman.edu/c.php?g=331469&p=2223110](http://libguides.lehman.edu/c.php?g=331469&p=2223110)

School Counseling Research Article Listing:

https://en.wikipedia.org/wiki/School_counselor

*Syllabus changes may occur at the instructor's discretion.

COURSE TITLE AND DESCRIPTION

EDG 752 Clinical Assessment and Treatment Planning in Mental Health Counseling:

Focuses on the role of assessment in mental health counseling; students learn case conceptualization, clinical intake interviews, and treatment planning. Emphasis is on person-centered, strengths-based practices in treatment planning, that address systemic factors, engage natural supports, and promote improvements in cognitive, affective, behavioral, and physical functioning in diverse client populations. Includes the role of psychopharmacology in counseling treatment. PREREQ: EDG 707, EDG 750 and EDG 751

ACCREDITATIONS

The Counselor Education/School Counseling program is accredited by CACREP, the Council for the Accreditation of Counseling and Related Educational Programs (www.cacrep.org) and CAEP, the Council for the Accreditation of Educator Preparation (www.caepnet.org).

MISSION:

The Lehman College Counselor Education program develops culturally competent, ethical, caring, data-informed professional counselors in an urban educational framework. Counselor candidates promote social justice and human rights advocacy in their scholarly, clinical, assessment, evaluation, and counseling program implementation practices. The Counselor Education program climate emphasizes collaboration, leadership, self-awareness, and mutual respect among diverse groups and includes anti-racist and anti-oppression practices in coursework and fieldwork

PROGRAM OBJECTIVES:

12. Prepare candidates who can conceptualize the historical, philosophical, and organizational aspects of the counseling profession including, concepts related to legislation and governmental policies and apply advocacy skills for addressing institutional and social barriers and promoting access, equity, and wellness.
13. Prepare candidates who can recognize issues related to power, privilege and race and engage in culturally responsive treatment planning and therapeutic decision-making practices, and maintain a commitment to the exploration (and self-exploration) of race, ethnicity, culture, spiritual and differences in ability to ensure that treatment is both culturally relevant and equitable.
14. Prepare candidates who can integrate human development theory into case conceptualization and treatment planning, including the biological, psychological, systemic, and cultural factors that influence personality and overall development.
15. Prepare candidates who will employ strategies for examining the personal characteristics, interests, aptitudes, work-related values, resources and

- culture, related to career development and utilize research-based methods for career planning.
16. Prepare candidates who possess essential counselor characteristics, leadership, interviewing and case conceptualization skills and utilize counseling theories, models, and strategies for understanding and engaging with clients.
 17. Prepare candidates who can identify theoretical foundations of group counseling and group work and apply ethical and culturally relevant strategies for recruiting and screening members and organizing and facilitating groups.
 18. Prepare candidates to make use of assessments for diagnostic purposes and for identifying trauma, abuse, and intervention planning purposed and engage in standard procedures for reporting abuse or potential harm
 19. Prepare candidates to analyze and use data in counseling and engage in practices that are ethical and culturally relevant when conducting, interpreting and reporting results in program evaluation.
 20. Prepare candidates to discuss etiology, nomenclature, treatment, referral, and prevention of mental, emotional and substance use disorders and apply knowledge and skills for navigating the Diagnostic and Statistical Manual of Mental Disorders (DSM V) and identifying diagnosis.
 21. Enhance candidate knowledge and understanding of professional counseling credentialing, including certification and licensure, accreditation practices and policies around record keeping, third-party reimbursements.
 22. Prepare candidates to conduct comprehensive intake interviews for treatment planning and employ techniques and interventions for prevention and treatment of a broad range of mental health issues

SCHOOL OF EDUCATION VISION, CONCEPTUAL FRAMEWORK, AND THEMES

Lehman Urban Transformative Education (LUTE) represents the School of Education's vision for educators and leaders who are or will be responsible for stimulating and supporting the development of knowledge, skills, practices, and dispositions that enrich individuals and, in turn, the communities where they live and work. Our vision is rooted in and extends from the missions of both the City University of New York and Lehman College. We seek to facilitate individuals' access to postsecondary higher education and occupational opportunities. We also seek to increase personal and social competencies for every PreK-18 student. In all of our work, we strive to close achievement, opportunity, and attainment gaps.

Theme I: Empower Our Diverse Community of Educators and Learners.

Theme II: Educate and Advocate for Social Action and Equity.

Theme III: Realize Potential.

Theme IV: Affirm Our Diverse Ethnic and Cultural Contexts.

REQUIRED TEXTS

Schwitzer, A. M. & Rubin, L. C. (2015). *Diagnosis & treatment planning skills: A popular culture casebook approach* (2nd ed.). Thousand Oak, CA: Sage.

American Psychiatric Association, (2013). *Diagnostic and Statistical Manual of Mental Disorders*, 5th Ed. Arlington, VA, American Psychiatric Association.

Selected additional readings may be assigned throughout the semester

RECOMMENDED RESEARCH JOURNALS

- *Adulthoodspan* (AADA)
- *Career Development Quarterly* (NCDA)
- *Counseling and Values* (ASERVIC)
- *Counselor Education & Supervision* (ACES)
- *Educational Leadership*
- *Family Journal: Counseling for Couples and Families* (IAMFC)
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- *Journal of Mental Health Counseling* (AMHCA)
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- *Journal for Specialists in Group Work* (ASGW)
- *Professional School Counseling* (ASCA)
- *Rehabilitation Counseling Bulletin* (ARCA)
- *Rethinking Schools*
- *School Effectiveness and School Improvement*
- *Urban Education*

ELECTRONICS POLICY, NETIQUETTE, AND ACADEMIC INTEGRITY

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in-class activities only and not for out-of-class homework unless explicitly stated. Please bring or share a laptop, tablet, or smartphone to class with lecture notes, syllabus & powerpoints. As school counselor candidates, the ability to be fully present is integral to learning about and practicing professional school counseling, therefore, smartphone use other than to review class materials is permitted outside of class unless otherwise indicated by the instructor. Please refer to these documents for details:

- **A Student Handbook on Online Etiquette (Netiquette):**
http://www.sps.cuny.edu/student_services/pdf/Netiquette.pdf
- **CUNY Policy on Academic Integrity:**
http://www.lehman.edu/lehman/about/policies_pdf/CUNYAcademicIntegrityPolicy.pdf

Blackboard and E-Mail Etiquette: Students are responsible for activating and accessing Blackboard for this course. The instructor cannot be responsible for technical difficulties or troubleshooting in the use of Blackboard. For all technical problems students should contact the IT service Desk at Carman Hall 108, 718-960-8111, help.desk@lehman.cuny.edu, or via electronic helpdesk request form: <http://www.lehman.edu/itr/help-desk.php>

Note: “Flaming”, “thrashing”, or otherwise inappropriate/disrespectful e-mail communications or discussions will be shared with the Counseling faculty, CLLSE department chair, the graduate college, and subject to appropriate action. If you are unable to communicate something respectfully in person, then you should not put it in an email.

Cell Phone and Electronic Devices Policy: Please turn off all electronic devices during class time. Making or receiving phone calls, text messages, and e-mails during class is not professional behavior and are considered disruptive to the learning experience.

Written requirements: All papers must be written in APA journal article format. Please review the guidelines for manuscript preparation in the APA Publication Manual, 6th edition. Students may reference the Purdue Online Writing Website (OWL) for additional clarification. <https://owl.english.purdue.edu/owl/resource/560/01/>

STUDENT SERVICES

(Accommodations, Advising, Career and Personal Counseling, Dean of Students/Food/Housing, Information/Research, Technology, Tutoring)

Academic Center for Excellence offers writing support and tutoring for individuals and groups and workshops as well as online tutoring. Regular tutoring hours during the fall and spring semesters are the following: Monday-Thursday 10 a.m.-7 p.m., and Saturday 10

a.m.-2 p.m. Old Gym Building 203, 718-960-8175,
<http://www.lehman.edu/academics/instructional-support-services/index.php>

Career Services Center: Free Career Counseling, Resume, Job Search, and Interviewing Skills and Workshops, Shuster Hall 254, 718-960-8366, www.lehman.edu/career-services/contact-us.php;

Counseling Center: If you are experiencing personal and/or academic difficulties, confidential counseling services are available free of charge at Old Gym Building 114, 718-960-8761 <http://www.lehman.edu/counseling-center>

Dean of Students: Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact the Dean of Students, Dr. Stanley Brazile, for support in Shuster Hall stanley.bazile@lehman.cuny.edu, 718-960-8242. Please notify the professor to assist in providing resources.

Instructional Technology Center/HELP DESK, Carman Hall 108, Computer lab and help desk for CUNYFIRST, CUNY PORTAL, BLACKBOARD, E-MAIL, etc: Carman Hall 108, 718-960-8111, help.desk@lehman.cuny.edu, or via electronic helpdesk request form: <http://www.lehman.edu/itr/help-desk.php>

Leonard Lief Library: Information and Research The full-time librarian for School of Education is Assistant Professor Alison Lehner-Quam, Room 318A, Alison.lehner-quam@lehman.cuny.edu, 718-960-7756.

Student Disability Services: Lehman College is committed to providing access to all programs and curricula to all students. Students with disabilities who may need classroom accommodations are encouraged to register with the Office of Student Disability Services. The Counselor_Education/School Counseling program faculty value diverse learning styles and will make alternative arrangements if you have a disability or if there are ways to make the learning experience more accessible. For more information, please contact the Office of Student Disability Services, Shuster Hall, Room 238, at 718-960-8441, <http://www.lehman.edu/student-disability-services/index.php>

LEARNING OUTCOMES

- Discuss the role of assessment in mental health counseling.
- Develop comprehensive case conceptualizations of clients.
- Conduct clinical intake interviews that include mental status evaluation, biopsychosocial history, mental health history and psychological assessment for treatment planning.

- Demonstrate knowledge of person-centered, strengths-based practices in treatment planning that address systemic factors, engage natural supports, and promote improvements in cognitive, affective, behavioral, and physical functioning in diverse client populations.
- Describe the role of psychopharmacology in counseling treatment.

ASSESSMENT 1: ASSIGNMENTS/ARTIFACTS AND GRADING RUBRICS

EVALUATION SCALE:

94 - 100 = A; 90 - 93 = A-; 87 - 89 = B+; 84 - 86 = B; 80 - 83 = B-; 77 - 79 = C+; 74 - 76 = C; 70 - 73 = C-Below 70 = F

ABSENCES/TARDINESS/LATE ASSIGNMENT POLICY

- Two or more EXCUSED class absences = Minus one letter grade
- Five or more EXCUSED class absences = Automatic F
- Three or more tardies or leaving early = Minus one letter grade
- Five or more tardies or leaving early = Automatic C

ASSIGNMENT POLICY:

All assignments must be typed, and submitted by the established deadline. *Only under rare circumstances will late work be accepted with a grade deduction of 2 raw points for each day it is late.* For example, an assignment evaluated at 20/20, submitted one day late would be 18/20. Arrangements to submit work past the deadline must be approved by the instructor in advance and not on the day in which the assignment is due or after the fact.

CLASSROOM POLICIES:

- All assignments must be typed, and submitted free of grammatical errors
- APA format (from most recent handbook) **must** be used for all references and citations.
- You must have access to your Lehman e-mail account and must be able to access the Blackboard system. All class announcements will be sent to your Lehman e-mail address. Also, we will use Blackboard for any online discussions.
- Cell phone usage is not permitted during class time. To avoid interruptions, make sure your cell phone is turned to silent. If you must make or receive a call or text message, please do so outside of the classroom.

COURSE ASSIGNMENTS

1. Assessment/Treatment Plan and Role Play Presentation 40% of grade

The purpose of this assignment is for candidates to demonstrate knowledge and skills related to assessment, diagnosis and effective treatment planning. Candidates will work in pairs and create a comprehensive assessment/treatment plan based on a case study assigned by the instructor (each pair will have a different case). The treatment plan will include each of the following: 1.) Complete clinical Assessment (e.g. chief complaint, hx of problem,

mental status, etc.); 2.) Case Conceptualization; and 3.) Treatment plan. Forms for each of these will be provided, along with completed samples. Due at the end of the semester.

Candidate pairs will prepare a 45 minute presentation on their Assessment/Treatment Plan. The presentation will begin with a brief synopsis of correspondence that took place prior to the interview. telephone exchange prior to the what led the person the client to the interview a role play of the intake interview that ends

2. Participation on Blackboard: 20% of Grade

You have been assigned to a group of three or four students on Blackboard. Each week, one group member is expected to take the lead and create a blog (subject: Blog 1 – Sept 1, Blog 2 – Sept. 8, etc.), answering the assignment that is posted. Assignments may involve, reflecting on a statement, article, chapter, or video clip. The lead person will be assigned by the professor on weekly basis and be expected to start the conversation by Monday at 11:59pm of designated week. After the lead person has responded, the other two to three group members will review the blog and post a comment that includes their reaction to the initial response and additional insight, which must be completed by Wednesday at 11:59pm of the designated week. For example, for a week starting on September 3rd, the lead person will post by Monday, September 4th at 11:59pm and the other group members will respond by Wednesday, September 6th at 11:59pm. **Both lead responses and comments should also be at least 250 words in length and not exceed 400 words.** All postings and comments should be reflective of your knowledge obtained from the reading assignment, class discussions and research articles as well as your own personal experiences.

Grading Policy

1. **Assessment/Treatment Plan and Role Play Presentation 40% of grade**
Blackboard – 20%
3. Midterm Examination: 10% of Grade
5. Final Examination: 10% of Grade
6. Class Participation, Attendance, and In Class Assignments – 20% of Grade

Assessment Rubrics: 4 – Exemplary, 3 - Satisfactory 2 - Developing, 1 -Unsatisfactory

Assessment/Treatment Plan and Role Play Presentation 40% of grade				
Complete clinical Assessment (e.g. chief complaint, hx of problem, mental status, etc.)	1	2	3	4
Case Conceptualization is thorough with evidence supporting claims	1	2	3	4
Treatment plan is specific with measurable goals, specific interventions with timeframes.	1	2	3	4

Roleplay is well organized and appears realistic.	1	2	3	4
Candidates appear to be well prepared	1	2	3	4
Professionalism				
Total: 24 possible points; 40% of grade				
<i>Participation Blackboard – 20%</i>				
Responses address each of the main points in the assignment and include personal insight.	1	2	3	4
Reflections/comments demonstrate the student understands of key theoretical concepts related to diagnosis.	1	2	3	4
Reflections/comments are clear, fluid and free of grammatical errors	1	2	3	4
Reflections/comments are framed from the perspective of a mental health counselor	1	2	3	4
Contributions are appropriate in length (at least 250 words)				
Total: 20 possible points; 20% of grade				
4. Midterm Examination: 10% of Grade				
5. Final Examination: 10% of Grade				
6. Class Participation, Attendance, and In Class Assignments:				
Attends class, prepared to discuss assigned readings and assignments.	1	2	3	4
Makes significant insightful contributions including synthesis and critical analysis of the readings, and helps to build collegial, collaborative spirit in class.	1	2	3	4
Professional attitude in class and electronically. Includes being open minded, nonjudgmental, caring, ethical practice, communicating in a respectful manner and being an active listener with good attending skills.	1	2	3	4
Presence adds to a positive and professional group dynamic.	1	2	3	4
Student listens attentively when others present materials perspectives, as indicated by comments that build on others' remarks, i.e., student hears what others say & contributes to the dialogue.				
Total: 20 possible points; 20% of Grade				
Total Grade: 100 possible points, 100% of Grade				

CLASS TOPICS, READINGS, AND ASSIGNMENT DUE DATES

Date	Topic
TBA	Introductions, course planning, syllabus review, & group assignments
TBA	Chapter 1: Clinical Thinking Skills: Diagnosis, Case Conceptualization, and Treatment Planning
TBA	Chapter 2: Diagnosis: Understanding and Using the DSM-5
TBA	Chapter 3: Case Conceptualization: Making Sense of the Client's Concerns
TBA	Chapter 4: Treatment Planning: Designing a Plan for Change

TBA	Chapter 5: Diagnosis, Case Conceptualization, and Treatment Planning: Ten Case Illustrations With DSM-5 Updates
TBA	Case 5.1 Japanese Anime's Naruto
TBA	Case 5.2 Vampire Anthology's Edward Cullen
TBA	Case 5.3 West Side Story's Maria
TBA	Case 5.4 Beauty and the Beast's Belle
TBA	Case 5.5 The Color Purple's Miss Celie
TBA	Case 5.6 Misery's Annie Wilkes
TBA	Case 5.7 The Cleveland Show's Cleveland Brown
TBA	Case 5.8 Will and Grace's Jack McFarland
TBA	Case 5.9 The Revolver Album's Eleanor Rigby
TBA	Case 5.10 Golden Girls' Sophia Petrillo

Lehman College of the City University of New York
Department of Counseling, Leadership, Literacy, and Special Education
M.S.Ed.. Counselor Education/School Counseling/Clinical Mental Health Counseling
program
EDG 753
Internship in Clinical Mental Health Counseling 1
3 Graduate Credits

Instructor:

Class Meetings:

Office:

Office Hours:

Mailbox:

E-mail:

Phone/Voicemail:

Course Website: Blackboard

Lehman College Education Librarian: Prof. Alison Lehner-Quam, Assistant Professor,
 Room 318A alison.lehnerquam@lehman.cuny.edu 718-960-7756

Lehman College Counselor Education/Mental Health Counseling Research

Guide: [:http://libguides.lehman.edu/c.php?g=331469&p=2223110](http://libguides.lehman.edu/c.php?g=331469&p=2223110)

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COURSE TITLE AND DESCRIPTION:

EDG 753 Internship in Clinical Mental Health Counseling I: This is the first of two required supervised internships in clinical mental health counseling and consultation. Mental health counseling interns are required to provide 120 hours of direct counseling/consultation service to child/adolescent and adult clients and 180 hours of indirect collateral counseling/consultation (including staff meetings, on-site supervision, and program development) at a New York State- approved mental health counseling internship site. Students also participate in weekly, in-class group supervision devoted to evaluation of evidence-based counseling, consultation, assessment, diagnosis, treatment, advocacy and leadership skills using self-report, journals, and videotaped counseling sessions, and selected advanced mental health counseling topics. Prerequisites: 48 hours of graduate counseling program credits, EDG 750, EDG 751, EDG 752, and program coordinator permission.

ACCREDITATIONS:

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7. Prepare candidates to make use of assessments for diagnostic purposes and for identifying trauma, abuse, and intervention planning purposed and engage in standard procedures for reporting abuse or potential harm
8. Prepare candidates to analyze and use data in counseling and engage in practices that are ethical and culturally relevant when conducting, interpreting and reporting results in program evaluation.
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Theme I: Empower Our Diverse Community of Educators and Learners.

Theme II: Educate and Advocate for Social Action and Equity.

Theme III: Realize Potential.

Theme IV: Affirm Our Diverse Ethnic and Cultural Contexts.

REQUIRED TEXTS:

DSM-V

Selecting Effective Treatments

Lehman College School/Clinical Mental Health Counseling Practicum and Internship Handbook.

American Counseling Association (ACA) *Code of ethics and standards of practice.*
<http://www.counseling.org/resources/aca-code-of-ethics.pdf>

RECOMMENDED READING:

- Mejia-Smith, B., & Gushue, G. V. (2017). Latina/o college students' perceptions of career barriers: influence of ethnic identity, acculturation, and self-efficacy. *Journal Of Counseling & Development, 95*(2), 145-155. doi:10.1002/jcad.12127
- Nelson, M. D., & Piccin, R. (2016). Working with nonsuicidal self-injurious adolescents. *Journal Of School Counseling, 14*(14), 1-20.
- Pérez-Gualdrón, L., Yeh, C., & Russell, L. (2016). Boys II men: A culturally-responsive school counseling group for urban high school boys of color. *Journal of School Counseling, 14*(13), 1-43.
- Pössel, P., & Winkeljohn Black, S. (2017). Can the hopelessness model of depression and response style theory be integrated?. *Journal of Counseling & Development, 95*(2), 180-191. doi:10.1002/jcad.12130

- Smith, K. k. (2017). Healthy conversations to have. *Counseling Today*, 60(2), 32-36.
- Tarvydas, V. M., Levers, L. L., & Teahen, P. R. (2017). Ethical guidelines for mass trauma and complex humanitarian emergencies. *Journal of Counseling & Development*, 95(3), 260-268. doi:10.1002/jcad.12140
- West-Olatunji, C. C., & Wolfgang, J. c. (2017). Advancing multicultural and social justice competence in counseling research. *Counseling Today*, 60(2), 50-54

RECOMMENDED RESEARCH JOURNALS:

- *Adultspan* (AADA)
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- *Journal for Specialists in Group Work* (ASGW)
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http://www.sps.cuny.edu/student_services/pdf/Netiquette.pdf

- **CUNY Policy on Academic Integrity:**
http://www.lehman.edu/lehman/about/policies_pdf/CUNYAcademicIntegrityPolicy.pdf

STUDENT SERVICES: (Accommodations, Advising, Career and Personal Counseling, Dean of Students/Food/Housing, Information/Research, Technology, Tutoring)

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<http://www.lehman.edu/academics/instructional-support-services/index.php>

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LEARNING OUTCOMES

- Conduct comprehensive mental health intake interviews.

- Design treatment plans that include the following components: mental status evaluation, biopsychosocial history, and mental health history.
- Manage a caseload of clients with a range of mental health issues.
- Practice techniques and interventions for prevention and treatment of a broad range of mental health issues.
- Use strategies for interacting with integrated behavioral health care professionals and advocate for individuals with mental health issues.

COURSE METHODS

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ASSESSMENT 1: ASSIGNMENTS/ARTIFACTS AND GRADING RUBRICS

EVALUATION SCALE:

94 - 100 = A; 90 - 93 = A-; 87 - 89 = B+; 84 - 86 = B; 80 - 83 = B-; 77 - 79 = C+; 74 - 76 = C; 70 - 73 = C-Below 70 = F

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Classroom Policies:

1. All assignments must be typed, and submitted free of grammatical errors

2. APA format (from most recent handbook) **must** be used for all references and citations.
3. You must have access to your Lehman e-mail account and must be able to access the Blackboard system. All class announcements will be sent to your Lehman e-mail address. Also, we will use Blackboard for any online discussions.
4. Cell phone usage is not permitted during class time. To avoid interruptions, make sure your cell phone is turned to silent. If you must make or receive a call or text message, please do so outside of the classroom.

Methods of Assessment: Student performance will be evaluated in each of the following areas/Course Assignments:

1. **Professionalism:** This includes, attendance, classroom participation, and submission required documentation at (a.) class and (b.) **clinical mental health counseling** site: All counselor trainees/candidates are expected to attend and actively participate in supervision/internship class, which meets weekly for one hour and 40 minutes. All counselor trainees/candidates will complete at least 120 hours of counseling/consultation (individual, group counseling; and consultation) at a **mental health counseling** site. Counselor trainees/candidates must turn in all documentation related to internship in order to receive a grade for this course. *The following required documents must be uploaded onto the Clinical Coordination course on Blackboard:* Application/site supervisor agreement, handbook receipts, proof of insurance, copy of unofficial transcript indicating courses completed at Lehman College. **THESE DOCUMENTS MUST HAVE BEEN UPLOADED PRIOR TO LOGGING ANY HOURS.** Time logs showing 120 hours of direct **clinical mental health** counseling service and 180 hours of collateral **mental health counseling and wellness program development** service signed by you and your site supervisor are due by **December 15^h**.
2. **Individual Counseling Video and Case Presentation:** Each counselor trainee will submit one 30-minute video of an individual counseling session with a mental health client that demonstrates evidence of a particular counseling technique. A PORTION of the VIDEO will be reviewed in class during which time students and instructor will provide feedback. **Due Date TBA**

Case Presentation: purpose of this assignment is for candidates to demonstrate their knowledge and skills of theoretical concepts related to best practices in case conceptualization and counseling/consultation interventions that utilize a systems approach and are ethical, developmentally appropriate and culturally relevant (2016 CACREP Standards, 2.F.5.a, b, c, d, g, h, i, j).

For this assignment, candidates will select a student at their pre-practicum site and develop a case conceptualization. This assignment will involve gathering, organizing data and analyzing data about the student, developing a hypothesis about the nature of the problem, creating measurable goals and establishing an appropriate intervention that includes the use of a specific counseling.

Please be sure that your paper is well organized and written in a cohesive manner. Papers should be topic focused, free of grammatical and spelling errors and written in APA format. Be sure to include five references from peer reviewed sources. Papers should be approximately 12 pages in length and should not exceed more than 15 pages.

This assignment should include each of the following:

5. An overview of the methods used for gathering data
6. A detailed narrative of the student that includes: demographic information; social, historical and cultural context
7. Nature of the problem(s) (e.g. systemic issues, patterns of thinking/feelings; developmental; trauma; etc.) and impact on student.
 1. How can this problem be understood from a theoretical perspective (e.g. choice theory, CBT, SFBT, etc.)
8. Areas of strength; coping skills and natural supports.
9. Intervention plan:
 1. Goals for addressing each of problems – should be specific and measurable (SMART)
 2. Counseling modality that would work best for assisting student in achieving goals
 3. Plan for addressing systemic issues (e.g. family, parenting, school, etc.)

3. Group Counseling Video: Each counselor trainee will submit one 30-minute video of a group counseling session with a group of clients that demonstrates evidence of a particular counseling technique. A PORTION of the video will be reviewed in class during which time students and instructor will provide feedback. **Due Date TBA**

4. Site Supervisor Evaluation

1. Professionalism and Attendance and participation				
1. Class attendance and participation	1	2	3	4
2. Professional attitude in class and on internship. Includes being open minded and receptive to feedback, communicating in a respectful manner and being an active listener.	1	2	3	4
3. Makes significant contributions and helps to build collegial, collaborative spirit in class.	1	2	3	4
4. Enthusiastic about learning.	1	2	3	4
5. Provides constructive feedback to peers in an effective manner.				
6. Documentation submitted on time				
Total: 24 possible points; 20% of grade				

2.Recorded Counseling Session: Individual and Case presentation				
1. Demonstrates knowledge of the basic tenets of a specific counseling technique	1	2	3	4
2. Ability to successfully implement a counseling technique(s) according to theoretical orientation.	1	2	3	4
3. Creates comfortable, respectful environment that fosters diversity and communicates genuine caring and positive regard for student(s)	1	2	3	4
4. Attending/self-attending skills, listening skills, questioning	1	2	3	4
5. Counselor's ability to critique their counseling strengths/areas of improvement and receive feedback from colleagues/faculty.	1	2	3	4
Total: 20 possible points; 15% of grade				

3.Recorded Counseling Session: Group				
1. Demonstrates knowledge of the basic tenets of a specific counseling technique	1	2	3	4
2. Ability to successfully implement a counseling technique(s) according to theoretical orientation.	1	2	3	4
3. Creates comfortable, respectful environment that fosters diversity and communicates genuine caring and positive regard for student(s)	1	2	3	4
4. Attending/self-attending skills, listening skills, questioning	1	2	3	4
5. Counselor's ability to critique their counseling strengths/areas of improvement and receive feedback from colleagues/faculty.	1	2	3	4
Total: 20 possible points; 15% of grade				

ASSESSMENT 2: SEMI-ANNUAL LEARNING ASSESSMENT/REFLECTION/COURSE ARTIFACTS

(1 artifact and grading rubric/feedback loaded into Taskstream account)

Calendar – Course Topics and Reading Assignments: * Please note: Syllabus assignments are subject to modification, if necessary. Supplemental readings will be provided.

1. Introductions, Review of the Syllabus, Class requirements. Internship Requirements; Getting Started: Engaging New Counseling Clients
2. Counseling Theories and Techniques – Basics of CBT
3. Counseling Theories and Techniques - Introduction to DBT
4. Counseling Theories and Techniques – SFBT and Reality Therapy. Differences between individual and group counseling
5. Delivery and management systems of Wellness and Mental Health Counseling Interventions at your site: Preventive vs. Reactive Counseling. Videos and Supervision

6. Importance of documentation/record keeping in Counseling Videos and Supervision
7. Technology in counseling, consultation, and supervision, including the ability to use the Internet for research in counseling, consultation, and supervision. Videos and Supervision
8. Multicultural Counseling/Diversity Trends/Ethnic/Racial/Cultural Identity development; Advocacy: Becoming a change agent in mental health settings. Leadership strategies for equity; Using community resources. Consultation/School Politics. Finding allies for change in mental health settings. Videos and Supervision
9. Handling emergencies/Crisis Interventions. Videos and Supervision
Due: Integrative Theories Paper
10. Working with Families: Prevention & Intervention. Videos and Supervision
11. Termination and saying goodbye to individual, group, and family clients. Videos and Supervision.
12. Videos and Supervision
13. Videos and Supervision
14. **Discuss plans for next semester**

Lehman College of the City University of New York
Department of Counseling, Leadership, Literacy, and Special Education
M.S.Ed.. Counselor Education/School Counseling/Clinical Mental Health Counseling
program
EDG 754
Internship in Clinical Mental Health Counseling II
3 Graduate Credits

Instructor:

Class Meetings:

Office:

Office Hours:

Mailbox:

E-mail:

Phone/Voicemail:

Course Website: Blackboard

Lehman College Education Librarian: Prof. Alison Lehner-Quam, Assistant Professor,
 Room 318A alison.lehnerquam@lehman.cuny.edu 718-960-7756

Lehman College Counselor Education/Mental Health Counseling Research

Guide: [:http://libguides.lehman.edu/c.php?g=331469&p=2223110](http://libguides.lehman.edu/c.php?g=331469&p=2223110)

*Syllabus changes may occur at the instructor's discretion.

COURSE TITLE AND DESCRIPTION:

EDG 754 Internship in Clinical Mental Health Counseling II: This is the second of two required supervised internships in clinical mental health counseling and consultation. Mental health counseling interns are required to provide 120 hours of direct counseling/consultation service to child/adolescent and adult clients and 180 hours of indirect collateral counseling/consultation (including staff meetings, on-site supervision, and program development) at a New York State- approved mental health counseling internship site. Students also participate in weekly, in-class group supervision devoted to evaluation of evidence-based counseling, consultation, assessment, diagnosis, treatment, advocacy and leadership skills using self-report, journals, audio and videotaped counseling sessions, and selected advanced mental health counseling topics. Prerequisites: 48 hours of graduate counseling program credits, EDG 750, EDG 751, EDG 752, EDG 753 and program coordinator permission.

ACCREDITATIONS:

The Counselor Education/School Counseling program is accredited by CACREP, the Council for the Accreditation of Counseling and Related Educational Programs (www.cacrep.org) and CAEP, the Council for the Accreditation of Educator Preparation (www.caepnet.org).

MISSION:

The Lehman College Counselor Education program develops culturally competent, ethical, caring, data-informed professional counselors in an urban educational framework. Counselor candidates promote social justice and human rights advocacy in their scholarly, clinical, assessment, evaluation, and school counseling program implementation practices. The Counselor Education program climate emphasizes collaboration, leadership, self-awareness, and mutual respect among diverse groups and includes anti-racist and anti-oppression practices in coursework and fieldwork

PROGRAM OBJECTIVES:

1. Prepare candidates who can conceptualize the historical, philosophical, and organizational aspects of the counseling profession including, concepts related to legislation and governmental policies and apply advocacy skills for addressing institutional and social barriers and promoting access, equity, and wellness.
2. Prepare candidates who can recognize issues related to power, privilege and race and engage in culturally responsive treatment planning and therapeutic decision-making practices, and maintain a commitment to the exploration (and self-exploration) of race, ethnicity, culture, spiritual and differences in ability to ensure that treatment is both culturally relevant and equitable.
3. Prepare candidates who can integrate human development theory into case conceptualization and treatment planning, including the biological, psychological, systemic, and cultural factors that influence personality and overall development.
4. Prepare candidates who will employ strategies for examining the personal characteristics, interests, aptitudes, work-related values, resources and culture, related to career development and utilize research-based methods for career planning.
5. Prepare candidates who possess essential counselor characteristics, leadership, interviewing and case conceptualization skills and utilize counseling theories, models, and strategies for understanding and engaging with clients.
6. Prepare candidates who can identify theoretical foundations of group counseling and group work and apply ethical and culturally relevant strategies for recruiting and screening members and organizing and facilitating groups.
7. Prepare candidates to make use of assessments for diagnostic purposes and for identifying trauma, abuse, and intervention planning purposed and engage in standard procedures for reporting abuse or potential harm
8. Prepare candidates to analyze and use data in counseling and engage in practices that are ethical and culturally relevant when conducting, interpreting and reporting results in program evaluation.
9. Prepare candidates to discuss etiology, nomenclature, treatment, referral, and prevention of mental, emotional and substance use disorders and apply knowledge and skills for navigating the Diagnostic and Statistical Manual of Mental Disorders (DSM V) and identifying diagnosis.
10. Enhance candidate knowledge and understanding of professional counseling credentialing, including certification and licensure, accreditation practices

and standards, legal and ethical considerations, and policies around record keeping, third-party reimbursements.

11. Prepare candidates to conduct comprehensive intake interviews for treatment planning and employ techniques and interventions for prevention and treatment of a broad range of mental health issues

SCHOOL OF EDUCATION VISION, CONCEPTUAL FRAMEWORK, AND THEMES:

Lehman Urban Transformative Education (LUTE) represents the School of Education's vision for educators and leaders who are or will be responsible for stimulating and supporting the development of knowledge, skills, practices, and dispositions that enrich individuals and, in turn, the communities where they live and work. Our vision is rooted in and extends from the missions of both the City University of New York and Lehman College. We seek to facilitate individuals' access to postsecondary higher education and occupational opportunities. We also seek to increase personal and social competencies for every PreK-18 student. In all of our work, we strive to close achievement, opportunity, and attainment gaps.

Theme I: Empower Our Diverse Community of Educators and Learners.

Theme II: Educate and Advocate for Social Action and Equity.

Theme III: Realize Potential.

Theme IV: Affirm Our Diverse Ethnic and Cultural Contexts.

REQUIRED TEXTS:

DSM-V

Selecting Effective Treatments

Lehman College School/Clinical Mental Health Counseling Practicum and Internship Handbook.

American Counseling Association (ACA) *Code of ethics and standards of practice.*

<http://www.counseling.org/resources/aca-code-of-ethics.pdf>

RECOMMENDED READING:

Mejia-Smith, B., & Gushue, G. V. (2017). Latina/o college students' perceptions of career barriers: influence of ethnic identity, acculturation, and self-efficacy. *Journal Of Counseling & Development, 95*(2), 145-155. doi:10.1002/jcad.12127

Nelson, M. D., & Piccin, R. (2016). Working with nonsuicidal self-injurious adolescents. *Journal Of School Counseling, 14*(14), 1-20.

Pérez-Gualdrón, L., Yeh, C., & Russell, L. (2016). Boys II men: A culturally-responsive school counseling group for urban high school boys of color. *Journal of School Counseling, 14*(13), 1-43.

- Pössel, P., & Winkeljohn Black, S. (2017). Can the hopelessness model of depression and response style theory be integrated?. *Journal of Counseling & Development, 95*(2), 180-191. doi:10.1002/jcad.12130
- Smith, K. k. (2017). Healthy conversations to have. *Counseling Today, 60*(2), 32-36.
- Tarvydas, V. M., Levers, L. L., & Teahen, P. R. (2017). Ethical guidelines for mass trauma and complex humanitarian emergencies. *Journal of Counseling & Development, 95*(3), 260-268. doi:10.1002/jcad.12140
- West-Olatunji, C. C., & Wolfgang, J. c. (2017). Advancing multicultural and social justice competence in counseling research. *Counseling Today, 60*(2), 50-54

RECOMMENDED RESEARCH JOURNALS:

- *Adultspan* (AADA)
- *Career Development Quarterly* (NCDA)
- *Counseling and Values* (ASERVIC)
- *Counselor Education & Supervision* (ACES)
- *Educational Leadership*
- *Family Journal: Counseling for Couples and Families* (IAMFC)
- *Journal of Addictions & Offender Counseling* (IAAOC)
- *Journal of College Admission* (NACAC)
- *Journal of College Counseling* (ACCA)
- *Journal of Counseling & Development* (ACA)
- *Journal of Creativity in Mental Health* (ACC)
- *Journal of Employment Counseling* (NECA)
- *Journal of GLBT Issues in Counseling* (ALGBTIC)
- *Journal of Humanistic Counseling* (AHC)
- *Journal of Mental Health Counseling* (AMHCA)
- *Journal of Multicultural Counseling and Development* (AMCD)
- *Journal for Social Action in Counseling and Psychology* (CSJ/PsySR)
- *Journal for Specialists in Group Work* (ASGW)
- *Professional School Counseling* (ASCA)
- *Rehabilitation Counseling Bulletin* (ARCA)
- *Rethinking Schools*
- *School Effectiveness and School Improvement*
- *Urban Education*

ELECTRONICS POLICY, NETIQUETTE, AND ACADEMIC INTEGRITY:

Netiquette and academic integrity (no plagiarism, appropriate citation and attribution of sources in all written work using APA style) are expected in this course and throughout the CE/SC graduate program in accordance with the CUNY policy. Use of digital devices in class is at the discretion of the instructor; digital device use should be directly related to in-class activities only and not for out-of-class homework unless explicitly stated. Please bring or share a laptop, tablet, or smartphone to class with lecture notes and syllabus. As school counselor candidates, the ability to be fully present is integral to learning about and practicing professional school counseling, therefore, smartphone use other than to review class materials is permitted outside of class unless otherwise indicated by the instructor. Please refer to these documents for details:

- **A Student Handbook on Online Etiquette (Netiquette):**
http://www.sps.cuny.edu/student_services/pdf/Netiquette.pdf
- **CUNY Policy on Academic Integrity:**
http://www.lehman.edu/lehman/about/policies_pdf/CUNYAcademicIntegrityPolicy.pdf

STUDENT SERVICES: (Accommodations, Advising, Career and Personal Counseling, Dean of Students/Food/Housing, Information/Research, Technology, Tutoring)

Academic Center for Excellence: offers writing support and tutoring for individuals and groups and workshops as well as online tutoring. Regular tutoring hours during the fall and spring semesters are the following: Monday-Thursday 10 a.m.-7 p.m., and Saturday 10 a.m.-2 p.m. Old Gym Building 203, 718-960-8175,
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2. **Group Leader/Facilitator:** Each student will be assigned a day in which they will adopt the role of group leader/facilitator. Group topics will be determined during first class. The assignment will involve establishing the nature of the group (Psychoeducational, Self-Growth /Awareness), setting the agenda, facilitating the discussion on a specific topic. Reading assignments have been predetermined and will be posted on Blackboard prior to the class meeting. All school counseling candidates will participate in this experience as either a member or observer of the group. In addition, candidates are expected to lead counseling groups at their internship sites and also encouraged to participate in out-of-class group experiences.
3. **Individual Counseling Video and Case Presentation:** Each counselor trainee will submit one 30-minute video of an individual counseling session with a mental health client that demonstrates evidence of a particular counseling technique. A PORTION of the VIDEO will be reviewed in class during which time students and instructor will provide feedback.
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relevant (2016 CACREP Standards, 2.F.5.a, b, c, d, g, h, i, j). For this assignment, candidates will select a client at their pre-practicum site and develop a case conceptualization. This assignment will involve gathering, organizing data and analyzing data about the student, developing a hypothesis about the nature of the problem, creating measurable goals and establishing an appropriate intervention that includes the use of a specific counseling theory that the counselor would use to assist the individual. This assignment should include each of the following: An overview of the methods used for gathering data; A detailed narrative of the student that includes: demographic information; social, historical and cultural context; Nature of the problem(s) (e.g. systemic issues, patterns of thinking/feelings; developmental; trauma; etc.) and impact on student.

1. How can this problem be understood from a theoretical perspective (e.g. choice theory, CBT, SFBT, etc.)
2. Areas of strength; coping skills and natural supports.
3. Intervention plan:
4. Goals for addressing each of problems – should be specific and measurable (SMART)
5. Counseling modality that would work best for assisting student in achieving goals
6. Plan for addressing systemic issues (e.g. family, parenting, school, etc.)

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5. Site Supervisor Evaluation

1. Professionalism and Attendance and participation				
1. Class attendance and participation	1	2	3	4
2. Professional attitude in class and on internship. Includes being open minded and receptive to feedback, communicating in a respectful manner and being an active listener.	1	2	3	4
3. Makes significant contributions and helps to build collegial, collaborative spirit in class.	1	2	3	4
4. Enthusiastic about learning.	1	2	3	4
5. Provides constructive feedback to peers in an effective manner.				
6. Documentation submitted on time				
Total: 24 possible points; 25% of grade				

2. Group Facilitator				
1. Professionalism - Facilitates group discussion professionally; Mannerisms,	1	2	3	4

voice, and posture are professional; appears confident and articulate; Appears knowledgeable of the discussion topic; seems prepared and has a solid understanding of the subject; Composes or studies materials beforehand; seems genuinely interested and enthusiastic; Accepts or builds upon student's ideas.	1	2	3	4
2. Group Management - Begins group on time; Fosters participation by all group members; refers to students by name; is persistent in encouraging students to elaborate and redirects the conversation when necessary; Keeps the group on track; summarizes periodically and at the end.	1	2	3	4
3. Facilitates Discussion - Spends more time asking questions than lecturing; Poses open-ended questions and waits for responses; Asks higher-level, thought-provoking questions that foster learning; Rephrases questions if necessary; Defers to the group for answers.	1	2	3	4
4. Instruction - Clarifies group objective/purpose/relevance/key content; Helps group members make connections; Provides concrete and relevant examples; Checks for understanding, accuracy, agreement, of questions; Uses "teachable moments," and gives honest feedback.	1	2	3	4
5. Presentation style – Engaging; captivates the attention of group members; Group members appear to be engaged.				
Total: 20 possible points. 25% of grade				

3.Recorded Counseling Session: Individual				
1. Demonstrates knowledge of the basic tenets of a specific counseling technique	1	2	3	4
2. Ability to successfully implement a counseling technique(s) according to theoretical orientation.	1	2	3	4
3. Creates comfortable, respectful environment that fosters diversity and communicates genuine caring and positive regard for student(s)	1	2	3	4
4. Attending/self-attending skills, listening skills, questioning	1	2	3	4
5. Counselor's ability to critique their counseling strengths/areas of improvement and receive feedback from colleagues/faculty.				
Total: 20 possible points; 25% of grade				

4.Recorded Counseling Session: Group				
1. Demonstrates knowledge of the basic tenets of a specific counseling technique	1	2	3	4
2. Ability to successfully implement a counseling technique(s) according to theoretical orientation.	1	2	3	4
3. Creates comfortable, respectful environment that fosters diversity and communicates genuine caring and positive regard for student(s)	1	2	3	4
4. Attending/self-attending skills, listening skills, questioning	1	2	3	4
5. Counselor's ability to critique their counseling strengths/areas of improvement and receive feedback from colleagues/faculty.	1	2	3	4
Total: 20 possible points; 25% of grade				

Calendar – Course Topics and Reading Assignments: * Please note: Syllabus assignments are subject to modification, if necessary. Supplemental readings will be provided.

Welcome back and check in; Review syllabus and class format; Individual student meetings to discuss evaluations, disposition results, answer questions, plans for spring

1. Social Media Use

Vannucci, A. Av. or., & McCauley Ohannessian, C. (2019). Social Media Use Subgroups Differentially Predict Psychosocial Well-Being During Early Adolescence. *Journal of Youth & Adolescence*, 48(8), 1469–1493. <https://doi-org.lehman.ezproxy.cuny.edu/10.1007/s10964-019-01060-9>

2. Impacts of Racism

Watson-Singleton, N. N., Mekawi, Y., Wilkins, K. V., & Jatta, I. F. (2021). Racism’s Effect on Depressive Symptoms: Examining Perseverative Cognition and Black Lives Matter Activism as Moderators. *Journal of Counseling Psychology*, 68(1), 27–37

3. Psychedelics and Counseling

Curtis, R., Roberts, L., Graves, E., Rainey, H. T., Wynn, D., Krantz, D., & Wieloch, V. (2020). The Role of Psychedelics and Counseling in Mental Health Treatment. *Journal of Mental Health Counseling*, 42(4), 323–338.

4. Internalized Racial Oppression

Gale, M. M., Pieterse, A. L., Lee, D. L., Huynh, K., Powell, S., & Kirkinis, K. (2020). A Meta-Analysis of the Relationship Between Internalized Racial Oppression and Health-Related Outcomes. *Counseling Psychologist*, 48(4), 498–525.

5. Human Sex Trafficking

Litam, S. D. A. (2017). Human Sex Trafficking in America: What Counselors Need to Know. *Professional Counselor*, 7(1), 45–61.

6. Punitive Discipline

Galan, C. A., Choe, D. E., Forbes, E. E., & Shaw, D. S. (2017). The interaction between monoamine oxidase A and punitive discipline in the development of antisocial behavior: Mediation by maladaptive social information processing. *Development and Psychopathology*, 29(4), 1235-1252.

7. College and Career Readiness for Students from Poverty

Phillips, L. (2020). Black mental health matters: Counselors can help clients heal from racial trauma and take steps to intervene in the racist systems that negatively affect the mental health of Black Americans. *Counseling Today*, 63(2), 20–27.

Spring Break

8. Strategies for Promoting Cultural Responsiveness

Schulz, L. L. Hurt, K., & Lindo, N. (2014). My name is not Michael: Strategies for promoting cultural responsiveness in schools. *Journal of School Counseling*, 12(2), 1–35.

9. Data and Research that Matter

Achenbach, T. M., Ivanova, M. Y., Rescorla, L. A., Turner, L. V., & Althoff, R. R. (2016). Internalizing/externalizing problems: Review and recommendations for clinical and research applications. *Journal of the American Academy of Child and Adolescent Psychiatry*, 55(8), 647–656.

10. Mental Health in School Counseling

Rogers, J., & Miller, C. (2020). Lessons learned from a community crisis. *Counseling Today*, 63(4), 40–45.

11. Spirituality and School Counselor Education and Supervision

Gallo, L. L. (2014). Spirituality and school counselor education and supervision. *Journal of School Counseling*, 12(6), 1–21.

12. Self-Compassion and Mindfulness

Fulton, C. L. (2018). Self-compassion as a mediator of mindfulness and compassion for others. *Counseling & Values*, 63(1), 45–56.

13. Supporting Students with Disabilities

Buckley, M., & Mahdavi, J. N., (2018). Bringing children from the margins to the page: school counselors supporting students with learning disabilities. *Journal of School Counseling*, 16(23), 1–40.

**Lehman College of the City University of New York
Department of Counseling, Leadership, Literacy, and Special Education
M.S.Ed. in Counselor Education/School Counseling program
EDG 755**

**Seminar 1: Anti-Racist, Anti-Oppression Advocacy and Leadership
in Clinical Mental Health Counseling:
1 Graduate Credit**

Instructor:

Class Meetings:

Office:

Office Hours:

Mailbox:

E-mail:

Phone/Voicemail:

Course Website: Blackboard

Lehman College Education Librarian: Prof. Alison Lehner-Quam, Assistant Professor,
Room 318A alison.lehnerquam@lehman.cuny.edu 718-960-7756

Lehman College Counselor Education/School Counseling Research

Guide: [:http://libguides.lehman.edu/c.php?g=331469&p=2223110](http://libguides.lehman.edu/c.php?g=331469&p=2223110)

Counseling Research Article Listing: https://en.wikipedia.org/wiki/School_counselor

*Syllabus changes may occur at the instructor's discretion.

COURSE TITLE AND DESCRIPTION

EDG 755: Seminar 1: Anti-Racist, Anti-Oppression Advocacy and Leadership in Clinical Mental Health Counseling: There are immense disparities in who receives mental health counseling assessment and services based on multiple cultural identities and a history of White supremacy, settler colonialism, sexism, classism, and heterosexism. This seminar introduces candidates on how to be advocates and leaders for clinical mental health counseling equity through anti-racism and challenging multiple oppressions.

ACCREDITATIONS

The Counselor Education/School Counseling program is accredited by CACREP, the Council for the Accreditation of Counseling and Related Educational Programs (www.cacrep.org) and CAEP, the Council for the Accreditation of Educator Preparation (www.caepnet.org).

MISSION:

The Lehman College Counselor Education program develops culturally competent, ethical, caring, data-informed professional counselors in an urban educational framework. Counselor candidates promote social justice and human rights advocacy in their scholarly, clinical, assessment, evaluation, and school counseling program implementation practices. The Counselor Education program climate emphasizes collaboration, leadership, self-

awareness, and mutual respect among diverse groups and includes anti-racist and anti-oppression practices in coursework and fieldwork

PROGRAM OBJECTIVES:

23. Prepare candidates who can conceptualize the historical, philosophical, and organizational aspects of the counseling profession including, concepts related to legislation and governmental policies and apply advocacy skills for addressing institutional and social barriers and promoting access, equity, and wellness.
24. Prepare candidates who can recognize issues related to power, privilege and race and engage in culturally responsive treatment planning and therapeutic decision-making practices and maintain a commitment to the exploration (and self-exploration) of race, ethnicity, culture, spiritual and differences in ability to ensure that treatment is both culturally relevant and equitable.
25. Prepare candidates who can integrate human development theory into case conceptualization and treatment planning, including the biological, psychological, systemic, and cultural factors that influence personality and overall development.
26. Prepare candidates who will employ strategies for examining the personal characteristics, interests, aptitudes, work-related values, resources and culture, related to career development and utilize research-based methods for career planning.
27. Prepare candidates who possess essential counselor characteristics, leadership, interviewing and case conceptualization skills and utilize counseling theories, models, and strategies for understanding and engaging with clients.
28. Prepare candidates who can identify theoretical foundations of group counseling and group work and apply ethical and culturally relevant strategies for recruiting and screening members and organizing and facilitating groups.
29. Prepare candidates to make use of assessments for diagnostic purposes and for identifying trauma, abuse, and intervention planning purposed and engage in standard procedures for reporting abuse or potential harm
30. Prepare candidates to analyze and use data in counseling and engage in practices that are ethical and culturally relevant when conducting, interpreting and reporting results in program evaluation.
31. Prepare candidates to discuss etiology, nomenclature, treatment, referral, and prevention of mental, emotional and substance use disorders and apply knowledge and skills for navigating the Diagnostic and Statistical Manual of Mental Disorders (DSM V) and identifying diagnosis.
32. Enhance candidate knowledge and understanding of professional counseling credentialing, including certification and licensure, accreditation practices and policies around record keeping, third-party reimbursements.
33. Prepare candidates to conduct comprehensive intake interviews for treatment planning and employ techniques and interventions for prevention and treatment of a broad range of mental health issues

SCHOOL OF EDUCATION VISION, CONCEPTUAL FRAMEWORK, AND THEMES

Lehman Urban Transformative Education (LUTE) represents the School of Education's vision for educators and leaders who are or will be responsible for stimulating and supporting the development of knowledge, skills, practices, and dispositions that enrich individuals and, in turn, the communities where they live and work. Our vision is rooted in and extends from the missions of both the City University of New York and Lehman College. We seek to facilitate individuals' access to postsecondary higher education and occupational opportunities. We also seek to increase personal and social competencies for every PreK-18 student. In all of our work, we strive to close achievement, opportunity, and attainment gaps.

Theme I: Empower Our Diverse Community of Educators and Learners.

Theme II: Educate and Advocate for Social Action and Equity.

Theme III: Realize Potential.

Theme IV: Affirm Our Diverse Ethnic and Cultural Contexts.

REQUIRED READING (the following articles are available through the college library website):

Lawrence, K., & Keleher, T. (2004). Chronic disparity: Strong and pervasive evidence of racial inequalities.

Perzichilli, T. (2020). The historical roots of racial disparities in the mental health system. *Counseling Today*.

Howard, C. (2018). The state of minority mental health. Retrieved June 24, 2020, from <https://www.mentalhealthfirstaid.org/external/2018/04/state-minority-mental-health/>

Rutgers University (2021). African-Americans more likely to be misdiagnosed with schizophrenia, study finds: The study suggests a bias in misdiagnosing blacks with major depression and schizophrenia. *ScienceDaily*.

The Bronfenbrenner Center for Translational Research (BCTR) (2019). How racism affects youth health and well-being. *Psychology Today*.

RECOMMENDED RESEARCH JOURNALS

- *Adultspan* (AADA)
- *Career Development Quarterly* (NCDA)
- *Counseling and Values* (ASERVIC)
- *Counselor Education & Supervision* (ACES)
- *Educational Leadership*
- *Family Journal: Counseling for Couples and Families* (IAMFC)
- *Journal of Addictions & Offender Counseling* (IAAOC)
- *Journal of College Admission* (NACAC)
- *Journal of College Counseling* (ACCA)
- *Journal of Counseling & Development* (ACA)

- *Journal of Creativity in Mental Health* (ACC)
- *Journal of Employment Counseling* (NECA)
- *Journal of GLBT Issues in Counseling* (ALGBTIC)
- *Journal of Humanistic Counseling* (AHC)
- *Journal of Mental Health Counseling* (AMHCA)
- *Journal of Multicultural Counseling and Development* (AMCD)
- *Journal for Social Action in Counseling and Psychology* (CSJ/PsySR)
- *Journal for Specialists in Group Work* (ASGW)
- *Professional School Counseling* (ASCA)
- *Rehabilitation Counseling Bulletin* (ARCA)
- *Rethinking Schools*
- *School Effectiveness and School Improvement*
- *Urban Education*

ELECTRONICS POLICY, NETIQUETTE, AND ACADEMIC INTEGRITY

Netiquette and academic integrity (no plagiarism, appropriate citation and attribution of sources in all written work using APA style) are expected in this course and throughout the CE/SC graduate program in accordance with the CUNY policy. **Use of digital devices in class is at the discretion of the instructor**; digital device use should be directly related to in-class activities only and not for out-of-class homework unless explicitly stated. Please bring or share a laptop, tablet, or smartphone to class with lecture notes, syllabus & powerpoints. As school counselor candidates, the ability to be fully present is integral to learning about and practicing professional school counseling, therefore, smartphone use other than to review class materials is permitted outside of class unless otherwise indicated by the instructor. Please refer to these documents for details:

- **A Student Handbook on Online Etiquette (Netiquette):**
http://www.sps.cuny.edu/student_services/pdf/Netiquette.pdf
- **CUNY Policy on Academic Integrity:**
http://www.lehman.edu/lehman/about/policies_pdf/CUNYAcademicIntegrityPolicy.pdf

Blackboard and E-Mail Etiquette: Students are responsible for activating and accessing Blackboard for this course. The instructor cannot be responsible for technical difficulties or troubleshooting in the use of Blackboard. For all technical problems students should contact the IT service Desk at Carman Hall 108, 718-960-8111, help.desk@lehman.cuny.edu, or via electronic helpdesk request form: <http://www.lehman.edu/itr/help-desk.php>

Note: “Flaming”, “thrashing”, or otherwise inappropriate/disrespectful e-mail communications or discussions will be shared with the Counseling faculty, CLLSE department chair, the graduate college, and subject to appropriate action. If you are unable to communicate something respectfully in person, then you should not put it in an email.

Cell Phone and Electronic Devices Policy: Please turn off all electronic devices during class time. Making or receiving phone calls, text messages, and e-mails during class is not professional behavior and are considered disruptive to the learning experience.

Written requirements: All papers must be written in APA journal article format. Please review the guidelines for manuscript preparation in the APA Publication Manual, 6th edition. Students may reference the Purdue Online Writing Website (OWL) for additional clarification. <https://owl.english.purdue.edu/owl/resource/560/01/>

STUDENT SERVICES

(Accommodations, Advising, Career and Personal Counseling, Dean of Students/Food/Housing, Information/Research, Technology, Tutoring)

Academic Center for Excellence offers writing support and tutoring for individuals and groups and workshops as well as online tutoring. Regular tutoring hours during the fall and spring semesters are the following: Monday-Thursday 10 a.m.-7 p.m., and Saturday 10 a.m.-2 p.m. Old Gym Building 203, 718-960-8175, <http://www.lehman.edu/academics/instructional-support-services/index.php>

Career Services Center: Free Career Counseling, Resume, Job Search, and Interviewing Skills and Workshops, Shuster Hall 254, 718-960-8366, www.lehman.edu/career-services/contact-us.php;

Counseling Center: If you are experiencing personal and/or academic difficulties, confidential counseling services are available free of charge at Old Gym Building 114, 718-960-8761 <http://www.lehman.edu/counseling-center>

Dean of Students: Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact the Dean of Students, Dr. Stanley Brazile, for support in Shuster Hall stanley.bazile@lehman.cuny.edu, 718-960-8242. Please notify the professor to assist in providing resources.

Instructional Technology Center/HELP DESK, Carman Hall 108, Computer lab and help desk for CUNYFIRST, CUNY PORTAL, BLACKBOARD, E-MAIL, etc: Carman Hall 108, 718-960-8111, help.desk@lehman.cuny.edu, or via electronic helpdesk request form: <http://www.lehman.edu/itr/help-desk.php>

Leonard Lief Library: Information and Research The full-time librarian for School of Education is Assistant Professor Alison Lehner-Quam, Room 318A, Alison.lehner-quam@lehman.cuny.edu, 718-960-7756.

Student Disability Services: Lehman College is committed to providing access to all programs and curricula to all students. Students with disabilities who may need classroom accommodations are encouraged to register with the Office of Student Disability Services. The Counselor Education/School Counseling program faculty value diverse learning styles and will make alternative arrangements if you have a disability or if there are ways to make the learning experience more accessible. For more information, please contact the Office of

Student Disability Services, Shuster Hall, Room 238, at 718-960-8441,
<http://www.lehman.edu/student-disability-services/index.php>

LEARNING OUTCOMES

- Discuss the disparities in clinical mental health counseling and assessment services between diverse cultural groups
- Apply awareness, knowledge, and skills in anti-racism and anti-oppression
- Conceptualize specific leadership and advocacy knowledge and skills for equitable mental health counseling assessment and treatment
- Understand the need for more research and evidence-based practice in anti-racist, anti-oppressive mental health counseling
- Utilize systems and political policy advocacy and institutional change for equity at local, city/town, county, state, and national levels

ASSESSMENT 1: ASSIGNMENTS/ARTIFACTS AND GRADING RUBRICS

EVALUATION SCALE:

94 - 100 = A; 90 - 93 = A-; 87 - 89 = B+; 84 - 86 = B; 80 - 83 = B-; 77 - 79 = C+; 74 - 76 = C; 70 - 73 = C-Below 70 = F

ABSENCES/TARDINESS/LATE ASSIGNMENT POLICY

- Two or more EXCUSED class absences = Minus one letter grade
- Five or more EXCUSED class absences = Automatic F
- Three or more tardies or leaving early = Minus one letter grade
- Five or more tardies or leaving early = Automatic C

Late Work Policy: Late assignments will not be accepted. Students who anticipate turning an assignment in late with a valid reason should consult with the instructor prior to the assignment's due date in order to avoid losing credit for the assignment. Such approval will be at the discretion of the instructor.

Note: . Students who anticipate turning an online assignment in late with a valid reason should consult with the instructor prior to the assignment's due date in order to avoid losing credit for the assignment. Such approval will be at the discretion of the instructor.

It is highly recommended that students be prepared to complete the online assignments on Blackboard during/within the first 24 hours of the release of the time-limited assignments to account for any technical difficulties. By following this recommendation, students can use the remaining hours of assignment availability to find other means to access to the assignments (e.g., use the campus facilities, such as student computer labs or local library, to access the assignments.), if necessary. I strongly encourage students to consider this recommendation and adjust your schedule accordingly. Please, note that all Blackboard assignments reflect the date and time of your submission so do not wait until the last minute to complete assignments.

COURSE ASSIGNMENTS

1. Participation on Blackboard: 33% of Grade

You have been assigned to a group of three or four students on Blackboard. Each week, one group member is expected to take the lead and create a blog (subject: Blog 1 – Sept 1, Blog 2 – Sept. 8, etc.), answering the assignment that is posted. Assignments may involve, reflecting on a statement, article, chapter, or video clip. The lead person will be assigned by the professor on weekly basis and be expected to start the conversation by Monday at 11:59pm of designated week. After the lead person has responded, the other two to three group members will review the blog and post a comment that includes their reaction to the initial response and additional insight, which must be completed by Wednesday at 11:59pm of the designated week. For example, for a week starting on September 3rd, the lead person will post by Monday, September 4th at 11:59pm and the other group members will respond by Wednesday, September 6th at 11:59pm. **Both lead responses and comments should also be at least 250 words in length and not exceed 400 words.** All postings and comments should be reflective of your knowledge obtained from the reading assignment, class discussions and research articles as well as your own personal experiences.

2. Paper: Racism in Mental Health

33% of grade

Choose three examples of how racism is manifested in Mental Health Services and/or Individual Mental health. Discuss each of these in terms of the following:

1. Precipitating and systemic factors – Why is this happening and what is maintaining it?
2. Negative outcomes
3. Interventions – How does this issue get addressed? Potential barriers

Papers should be written using APA-style and include each of these points along with references (at least three) to back up any claims that you make in your paper. Final papers are expected to be approximately 6 pages in length. This does not include cover page, abstract, references and/or supporting appendices.

3. Class Participation, Attendance, and In Class Assignments: 33% of Grade

Due to the interactive nature of counseling coursework and the format of this course regular class attendance and participation is essential. In addition, punctuality is an expected behavior of professional counselors. Tardiness after 15 minutes and leaving early will be recorded as an absence from class, unless prior arrangements have been discussed with the instructor. Part of your participation grade will depend upon your presence each week including face-to-face meetings or online participation. Any absences, repeated lateness, or lack of participation in class and on Blackboard will severely affect your grade. In order for an absence to be excused you must communicate with the instructor prior to the absence from class or as soon as possible after the occurrence such as later that evening in an emergency situation. An excused absence (one) is the only type of absence that will not affect your grade in this course. It is your responsibility to check for announcements, questions of the week, communication from me, etc. Attendance is considered regarding your active participation in Blackboard assignments and small group discussion online.

Students should come to class having read each assignment and prepared to participate in insightful discussions and classroom activities. Insightful discussion includes synthesis and critical analysis of the readings and discussion questions targeted to promote class conversation. In addition, side conversations, disruptive behavior, arriving to class late or leaving class early, and coming back to class late from breaks is considered disrespectful and may impact your grade. Please be respectful to your professor, peers, and at your field assignment locations at all times and be mindful of the cell phone and electronic devices policy.

Participation Guidelines:

Excellent - Proactive participation: leading, originating, informing, and challenging contributions that reflect in-depth study, thought, and analysis of the topic under consideration. This does not mean dominating discussion or using a lot of words to say little. Multiple, regular and well thought out contributions that are not just reactive or brief statements.

Satisfactory - Reactive participation: supportive, follow-up contributions that are relevant and of value, but rely on the leadership and study of others, or reflect opinion rather than study, thought, and contemplation. Spotty or not well formed and thought out contributions.

Minimally acceptable - Passive participation: present, awake, alert, attentive, but not actively involved. Contributions that are minimal and not additive like “good idea” and “I agree”.

Unsatisfactory - Uninvolved: absent, present but not attentive, sleeping, irrelevant contributions that inhibit the progress of the class, discourteous, disruptive behavior. Inconsistent participation, missing responses to ongoing work.

Note: It is your responsibility to keep a copy of every assignment and communicate with the professor. There is **NO** opportunity to make-up online assignments. Students who anticipate turning an online assignment in late with a valid reason should consult with the instructor prior to the due date to avoid losing credit. Approval is at the discretion of the instructor. It is highly recommended that candidates complete the online assignments on Blackboard during/within the first 24 hours of release for time-limited assignments in case of technical difficulties. All Blackboard assignments reflect the date and time of your submission so complete assignments quickly without delay. Grades will be reduced for more than one EXCUSED class absence; excessive tardiness; consistent grammar/spelling errors or lack of thorough editing in written assignments; lack of caring, professionalism, or unethical practice either in class or pre-practica site. Please see late work policy regarding assignments turned in past deadline.

Grading Policy

1. Participation on Blackboard: 33% of Grade
2. Clinical Mental Health Agency Case Study and Presentation: 33% of Grade
3. Class Participation, Attendance, and In Class Assignments – 33% of Grade

Assessment Rubrics: 4 – Exemplary, 3 - Satisfactory 2 - Developing, 1 -Unsatisfactory

1. Participation on Blackboard:				
Responses address each of the main points in the assignment and include personal insight.	1	2	3	4
Reflections/comments demonstrate the student understands of key theoretical concepts related to mental health counseling.	1	2	3	4
Reflections/comments are clear, fluid and free of grammatical errors	1	2	3	4
Reflections/comments are framed from the perspective of a mental health counselor	1	2	3	4
Contributions are appropriate in length (at least 250 words)	1	2	3	4
Total: 20 possible points; 33% of grade				
2. Racism in Mental Health Paper				
Written with sufficient detail in describing each of the examples of how racism is manifested in Mental Health Services and/or Individual Mental health.	1	2	3	4
Thorough overview of the root causes and factors that are perpetuating each of the issues	1	2	3	4
Discussion of the negative outcomes	1	2	3	4
Provides specific interventions for addressing each of the issues including how to address barriers	1	2	3	4
Paper is clear with no major grammatical or spelling errors and written using APA-style, includes at least three references.	1	2	3	4
Total: 20 possible points; 33% of Grade				
3. Class Participation, Attendance, and In Class Assignments:				
Attends class, prepared to discuss assigned readings and assignments.	1	2	3	4
Makes significant insightful contributions including synthesis and critical analysis of the readings, and helps to build collegial, collaborative spirit in class.	1	2	3	4
Professional attitude in class and electronically. Includes being open minded, nonjudgmental, caring, ethical practice, communicating in a respectful manner and being an active listener with good attending skills.	1	2	3	4
Presence adds to a positive and professional group dynamic.	1	2	3	4
Student listens attentively when others present materials perspectives, as indicated by comments that build on others' remarks, i.e., student hears what others say & contributes to the dialogue.	1	2	3	4
Total: 20 possible points; 33% of Grade				
Total Grade: 100 possible points, 100% of Grade				

CLASS TOPICS, READINGS, AND ASSIGNMENT DUE DATES

Date	Topic	Readings	Assignments Due
TBA	Chronic disparity: Strong and pervasive evidence of racial inequalities	Lawrence, K., & Keleher, T. (2004). Chronic disparity: Strong and pervasive evidence of racial inequalities.	Online Assignment: - BLOG 1
TBA	The historical roots of racial disparities in the mental health system	Perzichilli, T. (2020). The historical roots of racial disparities in the	Online Assignment: - BLOG 2

		mental health system. <i>Counseling Today</i> .	
TBA	The state of minority mental health.	Howard, C. (2018). The state of minority mental health. Retrieved June 24, 2020, from https://www.mentalhealthfirstaid.org/external/2018/04/state-minority-mental-health/	Online Assignment: - BLOG 3
TBA	Biases in misdiagnosing blacks with major depression and schizophrenia.	Rutgers University (2021). African-Americans more likely to be misdiagnosed with schizophrenia, study finds: The study suggests a bias in misdiagnosing blacks with major depression and schizophrenia. <i>ScienceDaily</i> .	Online Assignment: - BLOG 4
TBA	How racism affects youth health and well-being	The Bronfenbrenner Center for Translational Research (BCTR) (2019). How racism affects youth health and well-being. <i>Psychology Today</i> .	Online Assignment: - BLOG 5

**Lehman College of the City University of New York
Department of Counseling, Leadership, Literacy, and Special Education
M.S.Ed. in Counselor Education/School Counseling program**

EDG 756

**Seminar 2: Cognitive Behavior Therapy:
1 Graduate Credit**

Instructor:

Class Meetings:

Office:

Office Hours:

Mailbox:

E-mail:

Phone/Voicemail:

Course Website: Blackboard

Lehman College Education Librarian: Prof. Alison Lehner-Quam, Assistant Professor,
Room 318A alison.lehnerquam@lehman.cuny.edu 718-960-7756

Lehman College Counselor Education/School Counseling Research

Guide: [:http://libguides.lehman.edu/c.php?g=331469&p=2223110](http://libguides.lehman.edu/c.php?g=331469&p=2223110)

Counseling Research Article Listing: https://en.wikipedia.org/wiki/School_counselor

*Syllabus changes may occur at the instructor's discretion.

COURSE TITLE AND DESCRIPTION

EDG 756 Seminar 2: Cognitive Behavior Therapy - Orientation to the use of Cognitive Behavior Therapy for treatment of depression and anxiety; overview of the research related to the use of CBT and its effectiveness; the cognitive model diagram and CBT models of different anxiety and mood disorders; initial evaluations and treatment planning in CBT, techniques for identifying automatic thoughts and core beliefs, behavioral experiments and exposure exercises, mindfulness and the therapeutic relationship.

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PROGRAM OBJECTIVES:

1. Prepare candidates who can conceptualize the historical, philosophical, and organizational aspects of the counseling profession including, concepts related to legislation and governmental policies and apply advocacy skills for addressing institutional and social barriers and promoting access, equity, and wellness.
2. Prepare candidates who can recognize issues related to power, privilege and race and engage in culturally responsive treatment planning and therapeutic decision-making practices and maintain a commitment to the exploration (and self-exploration) of race, ethnicity, culture, spiritual and differences in ability to ensure that treatment is both culturally relevant and equitable.
3. Prepare candidates who can integrate human development theory into case conceptualization and treatment planning, including the biological, psychological, systemic, and cultural factors that influence personality and overall development.
4. Prepare candidates who will employ strategies for examining the personal characteristics, interests, aptitudes, work-related values, resources and culture, related to career development and utilize research-based methods for career planning.
5. Prepare candidates who possess essential counselor characteristics, leadership, interviewing and case conceptualization skills and utilize counseling theories, models, and strategies for understanding and engaging with clients.
6. Prepare candidates who can identify theoretical foundations of group counseling and group work and apply ethical and culturally relevant strategies for recruiting and screening members and organizing and facilitating groups.
7. Prepare candidates to make use of assessments for diagnostic purposes and for identifying trauma, abuse, and intervention planning purposed and engage in standard procedures for reporting abuse or potential harm
8. Prepare candidates to analyze and use data in counseling and engage in practices that are ethical and culturally relevant when conducting, interpreting and reporting results in program evaluation.
9. Prepare candidates to discuss etiology, nomenclature, treatment, referral, and prevention of mental, emotional and substance use disorders and apply knowledge and skills for navigating the Diagnostic and Statistical Manual of Mental Disorders (DSM V) and identifying diagnosis.
10. Enhance candidate knowledge and understanding of professional counseling credentialing, including certification and licensure, accreditation practices and policies around record keeping, third-party reimbursements.
11. Prepare candidates to conduct comprehensive intake interviews for treatment planning and employ techniques and interventions for prevention and treatment of a broad range of mental health issues

SCHOOL OF EDUCATION VISION, CONCEPTUAL FRAMEWORK, AND THEMES

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Theme I: Empower Our Diverse Community of Educators and Learners.

Theme II: Educate and Advocate for Social Action and Equity.

Theme III: Realize Potential.

Theme IV: Affirm Our Diverse Ethnic and Cultural Contexts.

REQUIRED TEXTS

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ELECTRONICS POLICY, NETIQUETTE, AND ACADEMIC INTEGRITY

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- **A Student Handbook on Online Etiquette (Netiquette):**
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LEARNING OUTCOMES

- Discuss the cognitive model.
- Apply knowledge and skills for using CBT for individual and group counseling
- Conceptualize anxiety and mood disorders through the cognitive model.
- Understand the research related to CBT
- Utilize CBT for conducting evaluations and treatment planning

ASSESSMENT 1: ASSIGNMENTS/ARTIFACTS AND GRADING RUBRICS

EVALUATION SCALE:

94 - 100 = A; 90 - 93 = A-; 87 - 89 = B+; 84 - 86 = B; 80 - 83 = B-; 77 - 79 = C+; 74 - 76 = C; 70 - 73 = C-Below 70 = F

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It is highly recommended that students be prepared to complete the online assignments on Blackboard during/within the first 24 hours of the release of the time-limited assignments to account for any technical difficulties. By following this recommendation, students can use the remaining hours of assignment availability to find other means to access to the assignments (e.g., use the campus facilities, such as student computer labs or local library, to access the assignments.), if necessary. I strongly encourage students to consider this recommendation and adjust your schedule accordingly. Please, note that all Blackboard assignments reflect the date and time of your submission so do not wait until the last minute to complete assignments.

COURSE ASSIGNMENTS

1. Participation on Blackboard: 33% of Grade

You have been assigned to a group of three or four students on Blackboard. Each week, one group member is expected to take the lead and create a blog (subject: Blog 1 – Sept 1, Blog 2 – Sept. 8, etc.), answering the assignment that is posted. Assignments may involve, reflecting on a statement, article, chapter, or video clip. The lead person will be assigned by the professor on weekly basis and be expected to start the conversation by Monday at 11:59pm of designated week. After the lead person has responded, the other two to three group members will review the blog and post a comment that includes their reaction to the initial response and additional insight, which must be completed by Wednesday at 11:59pm of the designated week. For example, for a week starting on September 3rd, the lead person will post by Monday, September 4th at 11:59pm and the other group members will respond by Wednesday, September 6th at 11:59pm. **Both lead responses and comments should also be at least 250 words in length and not exceed 400 words.** All postings and

comments should be reflective of your knowledge obtained from the reading assignment, class discussions and research articles as well as your own personal experiences.

2. Cognitive Case Write Up - 33% of grade

Using the suggested format from your CBT Beyond Basics text (appendix A) create a fictional cognitive case write up for that includes these three categories:

Case Conceptualization

Case Formulation that includes a diagnosis

Treatment plan

Be sure to include each of the different subcategories. Your write up should be modeled after the example provided in your text.

3. Class Participation, Attendance, and In Class Assignments: 33% of Grade

Due to the interactive nature of counseling coursework and the format of this course regular class attendance and participation is essential. In addition, punctuality is an expected behavior of professional counselors. Tardiness after 15 minutes and leaving early will be recorded as an absence from class, unless prior arrangements have been discussed with the instructor. Part of your participation grade will depend upon your presence each week including face-to-face meetings or online participation. Any absences, repeated lateness, or lack of participation in class and on Blackboard will severely affect your grade. In order for an absence to be excused you must communicate with the instructor prior to the absence from class or as soon as possible after the occurrence such as later that evening in an emergency situation. An excused absence (one) is the only type of absence that will not affect your grade in this course. It is your responsibility to check for announcements, questions of the week, communication from me, etc. Attendance is considered regarding your active participation in Blackboard assignments and small group discussion online. Students should come to class having read each assignment and prepared to participate in insightful discussions and classroom activities. Insightful discussion includes synthesis and critical analysis of the readings and discussion questions targeted to promote class conversation. In addition, side conversations, disruptive behavior, arriving to class late or leaving class early, and coming back to class late from breaks is considered disrespectful and may impact your grade. Please be respectful to your professor, peers, and at your field assignment locations at all times and be mindful of the cell phone and electronic devices policy.

Participation Guidelines:

Excellent - Proactive participation: leading, originating, informing, and challenging contributions that reflect in-depth study, thought, and analysis of the topic under consideration. This does not mean dominating discussion or using a lot of words to say little. Multiple, regular and well thought out contributions that are not just reactive or brief statements.

Satisfactory - Reactive participation: supportive, follow-up contributions that are relevant and of value, but rely on the leadership and study of others, or reflect opinion

rather than study, thought, and contemplation. Spotty or not well formed and thought-out contributions.

Minimally acceptable - Passive participation: present, awake, alert, attentive, but not actively involved. Contributions that are minimal and not additive like “good idea” and “I agree”.

Unsatisfactory - Uninvolved: absent, present but not attentive, sleeping, irrelevant contributions that inhibit the progress of the class, discourteous, disruptive behavior. Inconsistent participation, missing responses to ongoing work.

Note: It is your responsibility to keep a copy of every assignment and communicate with the professor. There is **NO** opportunity to make-up online assignments. Students who anticipate turning an online assignment in late with a valid reason should consult with the instructor prior to the due date to avoid losing credit. Approval is at the discretion of the instructor. It is highly recommended that candidates complete the online assignments on Blackboard during/within the first 24 hours of release for time-limited assignments in case of technical difficulties. All Blackboard assignments reflect the date and time of your submission so complete assignments quickly without delay. Grades will be reduced for more than one EXCUSED class absence; excessive tardiness; consistent grammar/spelling errors or lack of thorough editing in written assignments; lack of caring, professionalism, or unethical practice either in class or pre-practica site. Please see late work policy regarding assignments turned in past deadline.

Grading Policy

1. Participation on Blackboard: 33% of Grade
2. Clinical Mental Health Agency Case Study and Presentation: 33% of Grade
3. Class Participation, Attendance, and In Class Assignments – 33% of Grade

Assessment Rubrics: 4 – Exemplary, 3 - Satisfactory 2 - Developing, 1 -Unsatisfactory

1. Participation on Blackboard:				
Responses address each of the main points in the assignment and include personal insight.	1	2	3	4
Reflections/comments demonstrate the student understands of key theoretical concepts related to mental health counseling.	1	2	3	4
Reflections/comments are clear, fluid and free of grammatical errors	1	2	3	4
Reflections/comments are framed from the perspective of a mental health counselor	1	2	3	4
Contributions are appropriate in length (at least 250 words)	1	2	3	4
Total: 20 possible points; 33% of grade				
2. Cognitive Case Write Up				
Case Conceptualization is thorough with sufficient detail and includes each of the subcategories	1	2	3	4
Case formulation accurately summarizes information provided in the conceptualization	1	2	3	4
Diagnosis is well justified based on that is data included	1	2	3	4
Treatment plan aligns with the primary issue(s)	1	2	3	4

Includes measurable goals that are appropriate (measurable and achievable)	1	2	3	4
Total: 20 possible points; 33% of Grade				
3. Class Participation, Attendance, and In Class Assignments:				
Attends class, prepared to discuss assigned readings and assignments.	1	2	3	4
Makes significant insightful contributions including synthesis and critical analysis of the readings, and helps to build collegial, collaborative spirit in class.	1	2	3	4
Professional attitude in class and electronically. Includes being open minded, nonjudgmental, caring, ethical practice, communicating in a respectful manner and being an active listener with good attending skills.	1	2	3	4
Presence adds to a positive and professional group dynamic.	1	2	3	4
Student listens attentively when others present materials perspectives, as indicated by comments that build on others' remarks, i.e., student hears what others say & contributes to the dialogue.	1	2	3	4
Total: 20 possible points; 33% of Grade				
Total Grade: 100 possible points, 100% of Grade				

CLASS TOPICS, READINGS, AND ASSIGNMENT DUE DATES

Date	Topic	Readings	Assignments Due
TBA	Introduction to Cognitive Behavior therapy, Overview of treatment Cognitive Conceptualization, the evaluation session and the structure of therapy sessions	Beck, J. S. (2011). <i>Cognitive behavior therapy: Basics and beyond</i> (2nd ed.). Guilford Press Chapters 1 - 5	Online Assignment: - BLOG 1
TBA	behavioral activation, session 2 and beyond, problems with structuring the therapy session, identifying automatic thoughts and emotions	Beck, J. S. (2011). <i>Cognitive behavior therapy: Basics and beyond</i> (2nd ed.). Guilford Press Chapters 6 - 10	Online Assignment: - BLOG 2
TBA	Evaluating and responding to automatic thoughts, identifying and modifying intermediate and core beliefs.	Beck, J. S. (2011). <i>Cognitive behavior therapy: Basics and beyond</i> (2nd ed.). Guilford Press Chapters 11 - 14	Online Assignment: - BLOG 3
TBA	Additional cognitive and behavioral techniques and imagery	Beck, J. S. (2011). <i>Cognitive behavior therapy: Basics and beyond</i> (2nd ed.). Guilford Press Chapters 15 - 16	Online Assignment: - BLOG 4
TBA	CBT homework, termination and relapse prevention, treatment planning and problems in therapy	Beck, J. S. (2011). <i>Cognitive behavior therapy: Basics and beyond</i> (2nd ed.). Guilford Press Chapters 17 - 20	Online Assignment: - BLOG 5

**Lehman College of the City University of New York
Department of Counseling, Leadership, Literacy, and Special Education
M.S.Ed. in Counselor Education/School Counseling program**

EDG 757

**Seminar 3: Abilities, Disabilities, and Neurodiversity in Mental Health
Counseling:
1 Graduate Credit**

Instructor:

Class Meetings:

Office:

Office Hours:

Mailbox:

E-mail:

Phone/Voicemail:

Course Website: Blackboard

Lehman College Education Librarian: Prof. Alison Lehner-Quam, Assistant Professor,
Room 318A alison.lehnerquam@lehman.cuny.edu 718-960-7756

Lehman College Counselor Education/School Counseling Research

Guide: [:http://libguides.lehman.edu/c.php?g=331469&p=2223110](http://libguides.lehman.edu/c.php?g=331469&p=2223110)

Counseling Research Article Listing: https://en.wikipedia.org/wiki/School_counselor

*Syllabus changes may occur at the instructor's discretion.

COURSE TITLE AND DESCRIPTION

EDG 757: Orientation to the role of abilities, disabilities, and neurodiversity in clinical mental health counseling. Overview of best practices in evaluation and treatment planning and counseling when serving individuals with disabilities; transition planning; Americans with Disabilities Act (ADA) Individuals with Disabilities Education Act (IDEA); person-centered planning.

ACCREDITATIONS

The Counselor Education/School Counseling program is accredited by CACREP, the Council for the Accreditation of Counseling and Related Educational Programs (www.cacrep.org) and CAEP, the Council for the Accreditation of Educator Preparation (www.caepnet.org).

MISSION:

The Lehman College Counselor Education program develops culturally competent, ethical, caring, data-informed professional counselors in an urban educational framework. Counselor candidates promote social justice and human rights advocacy in their scholarly, clinical, assessment, evaluation, and school counseling program implementation practices. The Counselor Education program climate emphasizes collaboration, leadership, self-

awareness, and mutual respect among diverse groups and includes anti-racist and anti-oppression practices in coursework and fieldwork

PROGRAM OBJECTIVES:

1. Prepare candidates who can conceptualize the historical, philosophical, and organizational aspects of the counseling profession including, concepts related to legislation and governmental policies and apply advocacy skills for addressing institutional and social barriers and promoting access, equity, and wellness.
2. Prepare candidates who can recognize issues related to power, privilege and race and engage in culturally responsive treatment planning and therapeutic decision-making practices and maintain a commitment to the exploration (and self-exploration) of race, ethnicity, culture, spiritual and differences in ability to ensure that treatment is both culturally relevant and equitable.
3. Prepare candidates who can integrate human development theory into case conceptualization and treatment planning, including the biological, psychological, systemic, and cultural factors that influence personality and overall development.
4. Prepare candidates who will employ strategies for examining the personal characteristics, interests, aptitudes, work-related values, resources and culture, related to career development and utilize research-based methods for career planning.
5. Prepare candidates who possess essential counselor characteristics, leadership, interviewing and case conceptualization skills and utilize counseling theories, models, and strategies for understanding and engaging with clients.
6. Prepare candidates who can identify theoretical foundations of group counseling and group work and apply ethical and culturally relevant strategies for recruiting and screening members and organizing and facilitating groups.
7. Prepare candidates to make use of assessments for diagnostic purposes and for identifying trauma, abuse, and intervention planning purposed and engage in standard procedures for reporting abuse or potential harm
8. Prepare candidates to analyze and use data in counseling and engage in practices that are ethical and culturally relevant when conducting, interpreting and reporting results in program evaluation.
9. Prepare candidates to discuss etiology, nomenclature, treatment, referral, and prevention of mental, emotional and substance use disorders and apply knowledge and skills for navigating the Diagnostic and Statistical Manual of Mental Disorders (DSM V) and identifying diagnosis.
10. Enhance candidate knowledge and understanding of professional counseling credentialing, including certification and licensure, accreditation practices and policies around record keeping, third-party reimbursements.
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REQUIRED READING ASSIGNMENTS: Available through the Lehman College library website

Greenlee, J. L., Winter, M. A., & Johnson, M. (2020). Depression symptoms in adolescents with autism spectrum disorder: A contextual approach to mental health comorbidities. *Journal of Adolescence*, 85, 120–125.

Robertson, H. C., & Bethea, J. S. (2018). Career Challenges and Opportunities for Individuals with Physical Disabilities. *Career Planning & Adult Development Journal*, 34(4), 43–53.

Stuntzner, S., & Hartley, M. (2014). Disability and the Counseling Relationship: What Counselors Need to Know. *Vistas Online*. https://www.counseling.org/docs/default-source/vistas/article_09.pdf?sfvrsn=157ccf7c_12

Schwitzer, A. M., Moss, C. B., Pribesh, S. L., St. John, D. J., Burnett, D. D., Thompson, L. H., & Foss, J. J. (2018). Students with mental health needs: College counseling experiences and academic success. *Journal of College Student Development*, 59(1), 3–20.

Woods, R. (2018). A guide to mental health issues in girls and young women on the autism spectrum: diagnosis, intervention and family support. *Good Autism Practice*, 19(2), 81–82.

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LEARNING OUTCOMES

- Discuss the role of abilities, disabilities, and neurodiversity in clinical mental health counseling
- Learn about the roles of early intervention, 504 plans, accommodations, and transition planning for children, adolescents, and families.
- Apply awareness, knowledge, and skills of intellectual, learning, and physical disabilities in mental health counseling
- Conceptualize the role of neurodiversity in counseling and how increasing diagnoses of autism and brain-based human variations intersect with mental health for persons on the Spectrum.
- Understand the need for more research and evidence-based practice in work with diverse abilities, disabilities and neurodiversity for successful mental health counseling outcomes
- Practice advocacy skills for children, adolescents, couples, and families living with diverse abilities, disabilities, and neurodiversity

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COURSE ASSIGNMENTS

1. Participation on Blackboard: 33% of Grade

You have been assigned to a group of three or four students on Blackboard. Each week, one group member is expected to take the lead and create a blog (subject: Blog 1 – Sept 1, Blog 2 – Sept. 8, etc.), answering the assignment that is posted. Assignments may involve, reflecting on a statement, article, chapter, or video clip. The lead person will be assigned by the professor on weekly basis and be expected to start the conversation by Monday at 11:59pm of designated week. After the lead person has responded, the other two to three group members will review the blog and post a comment that includes their reaction to the initial response and additional insight, which must be completed by Wednesday at 11:59pm of the designated week. For example, for a week starting on September 3rd, the lead person will post by Monday, September 4th at 11:59pm and the other group members will respond by Wednesday, September 6th at 11:59pm. **Both lead responses and comments should also be at least 250 words in length and not exceed 400 words.** All postings and comments should be reflective of your knowledge obtained from the reading assignment, class discussions and research articles as well as your own personal experiences.

2. Case Study Analysis- 33% of grade

At the end of the article: “Disability and the Counseling Relationship: What Counselors Need to Know,” the authors include a case study example of a young woman named, “Belinda.” Using the questions provided in the article, write up your analysis. When writing your analysis incorporate some of what you have learned during the course seminar about best practices in working with individuals with disabilities in mental health settings. Include at least one additional practice that was not discussed in class. Include at least three additional resources outside of the article

3. Class Participation, Attendance, and In Class Assignments: 33% of Grade

Due to the interactive nature of counseling coursework and the format of this course regular class attendance and participation is essential. In addition, punctuality is an expected behavior of professional counselors. Tardiness after 15 minutes and leaving early will be recorded as an absence from class, unless prior arrangements have been discussed with the instructor. Part of your participation grade will depend upon your presence each week including face-to-face meetings or online participation. Any absences, repeated lateness, or lack of participation in class and on Blackboard will severely affect your grade. In order for an absence to be excused you must communicate with the instructor prior to the absence from class or as soon as possible after the occurrence such as later that evening in an emergency situation. An excused absence (one) is the only type of absence that will not affect your grade in this course. It is your responsibility to check for announcements, questions of the week, communication from me, etc. Attendance is considered regarding your active participation in Blackboard assignments and small group discussion online. Students should come to class having read each assignment and prepared to participate in insightful discussions and classroom activities. Insightful discussion includes synthesis and critical analysis of the readings and discussion questions targeted to promote class conversation. In addition, side conversations, disruptive behavior, arriving to class late or

leaving class early, and coming back to class late from breaks is considered disrespectful and may impact your grade. Please be respectful to your professor, peers, and at your field assignment locations at all times and be mindful of the cell phone and electronic devices policy.

Participation Guidelines:

Excellent - Proactive participation: leading, originating, informing, and challenging contributions that reflect in-depth study, thought, and analysis of the topic under consideration. This does not mean dominating discussion or using a lot of words to say little. Multiple, regular and well thought out contributions that are not just reactive or brief statements.

Satisfactory - Reactive participation: supportive, follow-up contributions that are relevant and of value, but rely on the leadership and study of others, or reflect opinion rather than study, thought, and contemplation. Spotty or not well formed and thought-out contributions.

Minimally acceptable - Passive participation: present, awake, alert, attentive, but not actively involved. Contributions that are minimal and not additive like “good idea” and “I agree”.

Unsatisfactory - Uninvolved: absent, present but not attentive, sleeping, irrelevant contributions that inhibit the progress of the class, discourteous, disruptive behavior. Inconsistent participation, missing responses to ongoing work.

Note: It is your responsibility to keep a copy of every assignment and communicate with the professor. There is **NO** opportunity to make-up online assignments. Students who anticipate turning an online assignment in late with a valid reason should consult with the instructor prior to the due date to avoid losing credit. Approval is at the discretion of the instructor. It is highly recommended that candidates complete the online assignments on Blackboard during/within the first 24 hours of release for time-limited assignments in case of technical difficulties. All Blackboard assignments reflect the date and time of your submission so complete assignments quickly without delay. Grades will be reduced for more than one EXCUSED class absence; excessive tardiness; consistent grammar/spelling errors or lack of thorough editing in written assignments; lack of caring, professionalism, or unethical practice either in class or pre-practica site. Please see late work policy regarding assignments turned in past deadline.

Grading Policy

1. Participation on Blackboard: 33% of Grade
2. Cognitive Case Write Up: 33% of Grade
3. Class Participation, Attendance, and In Class Assignments – 33% of Grade

Assessment Rubrics: 4 – Exemplary, 3 - Satisfactory 2 - Developing, 1 -Unsatisfactory

1. Participation on Blackboard:				
Responses address each of the main points in the assignment and include personal insight.	1	2	3	4

Reflections/comments demonstrate the student understands of key theoretical concepts related to mental health counseling.	1	2	3	4
Reflections/comments are clear, fluid and free of grammatical errors	1	2	3	4
Reflections/comments are framed from the perspective of a mental health counselor	1	2	3	4
Contributions are appropriate in length (at least 250 words)	1	2	3	4
Total: 20 possible points; 33% of grade				
2. Cognitive Case Write Up				
Each of the questions is thoroughly addressed	1	2	3	4
The analysis incorporates various practices discussed over the course of the semester	1	2	3	4
Relevance of new intervention	1	2	3	4
Includes at least three outside sources	1	2	3	4
Total: 16 possible points; 33% of Grade				
3. Class Participation, Attendance, and In Class Assignments:				
Attends class, prepared to discuss assigned readings and assignments.	1	2	3	4
Makes significant insightful contributions including synthesis and critical analysis of the readings, and helps to build collegial, collaborative spirit in class.	1	2	3	4
Professional attitude in class and electronically. Includes being open minded, nonjudgmental, caring, ethical practice, communicating in a respectful manner and being an active listener with good attending skills.	1	2	3	4
Presence adds to a positive and professional group dynamic.	1	2	3	4
Student listens attentively when others present materials perspectives, as indicated by comments that build on others' remarks, i.e., student hears what others say & contributes to the dialogue.	1	2	3	4
Total: 20 possible points; 33% of Grade				
Total Grade: 100 possible points, 100% of Grade				

CLASS TOPICS, READINGS, AND ASSIGNMENT DUE DATES

Date	Topic	Readings	Assignments Due
TBA	Mental health counseling and career planning individuals with physical disabilities	Robertson, H. C., & Bethea, J. S. (2018). Career Challenges and Opportunities for Individuals with Physical Disabilities. <i>Career Planning & Adult Development Journal</i> , 34(4), 43–53.	Online Assignment: - BLOG 1
TBA	Mental Health as a disability in mental health needs: College counseling experiences	Schwitzer, A. M., Moss, C. B., Pribesh, S. L., St. John, D. J., Burnett, D. D., Thompson, L. H., & Foss, J. J. (2018). Students with mental health needs: College	Online Assignment: - BLOG 2

		counseling experiences and academic success. <i>Journal of College Student Development</i> , 59(1), 3–20.	
TBA	Depression symptoms in adolescents with autism spectrum disorder	Greenlee, J. L., Winter, M. A., & Johnson, M. (2020). Depression symptoms in adolescents with autism spectrum disorder: A contextual approach to mental health comorbidities. <i>Journal of Adolescence</i> , 85, 120–125.	Online Assignment: - BLOG 3
TBA	Mental Health issues in females with ASD -Intervention and support	Woods, R. (2018). A guide to mental health issues in girls and young women on the autism spectrum: diagnosis, intervention and family support. <i>Good Autism Practice</i> , 19(2), 81–82.	Online Assignment: - BLOG 4
TBA	Disability and the Counseling Relationship: What Counselors Need to Know	Stuntzner, S., & Hartley, M. (2014). Disability and the Counseling Relationship: What Counselors Need to Know. Vistas Online. https://www.counseling.org/docs/default-source/vistas/article_09.pdf?sfvrsn=157cef7c_12	Online Assignment: - BLOG 5

Lehman College of the City University of New York
Department of Counseling, Leadership, Literacy, and Special Education
M.S.Ed. in Counselor Education/School Counseling program
EDG 758
Seminar 4: Supervision and Consultation in Mental Health Counseling
1 Graduate Credit

Instructor:

Class Meetings:

Office:

Office Hours:

Mailbox:

E-mail:

Phone/Voicemail:

Course Website: Blackboard

Lehman College Education Librarian: Prof. Alison Lehner-Quam, Assistant Professor,
 Room 318A alison.lehnerquam@lehman.cuny.edu 718-960-7756

Lehman College Counselor Education/School Counseling Research

Guide: [:http://libguides.lehman.edu/c.php?g=331469&p=2223110](http://libguides.lehman.edu/c.php?g=331469&p=2223110)

Counseling Research Article Listing: https://en.wikipedia.org/wiki/School_counselor

*Syllabus changes may occur at the instructor's discretion.

COURSE TITLE AND DESCRIPTION

EDG 758 Seminar 4: Supervision and Consultation in Mental Health Counseling -

Two key skills for all mental health counselors are supervision and consultation with individuals, couples, families, and systems. This seminar provides an introduction to two evidence-based clinical supervision models: The Integrated Development Model (IDM) and the Discrimination Model. Models for equity-focused client and systems consultation are also covered.

ACCREDITATIONS

The Counselor Education/School Counseling program is accredited by CACREP, the Council for the Accreditation of Counseling and Related Educational Programs (www.cacrep.org) and CAEP, the Council for the Accreditation of Educator Preparation (www.caepnet.org).

MISSION:

The Lehman College Counselor Education program develops culturally competent, ethical, caring, data-informed professional counselors in an urban educational framework. Counselor candidates promote social justice and human rights advocacy in their scholarly, clinical, assessment, evaluation, and school counseling program implementation practices. The Counselor Education program climate emphasizes collaboration, leadership, self-

awareness, and mutual respect among diverse groups and includes anti-racist and anti-oppression practices in coursework and fieldwork

PROGRAM OBJECTIVES:

1. Prepare candidates who can conceptualize the historical, philosophical, and organizational aspects of the counseling profession including, concepts related to legislation and governmental policies and apply advocacy skills for addressing institutional and social barriers and promoting access, equity, and wellness.
2. Prepare candidates who can recognize issues related to power, privilege and race and engage in culturally responsive treatment planning and therapeutic decision-making practices and maintain a commitment to the exploration (and self-exploration) of race, ethnicity, culture, spiritual and differences in ability to ensure that treatment is both culturally relevant and equitable.
3. Prepare candidates who can integrate human development theory into case conceptualization and treatment planning, including the biological, psychological, systemic, and cultural factors that influence personality and overall development.
4. Prepare candidates who will employ strategies for examining the personal characteristics, interests, aptitudes, work-related values, resources and culture, related to career development and utilize research-based methods for career planning.
5. Prepare candidates who possess essential counselor characteristics, leadership, interviewing and case conceptualization skills and utilize counseling theories, models, and strategies for understanding and engaging with clients.
6. Prepare candidates who can identify theoretical foundations of group counseling and group work and apply ethical and culturally relevant strategies for recruiting and screening members and organizing and facilitating groups.
7. Prepare candidates to make use of assessments for diagnostic purposes and for identifying trauma, abuse, and intervention planning purposed and engage in standard procedures for reporting abuse or potential harm
8. Prepare candidates to analyze and use data in counseling and engage in practices that are ethical and culturally relevant when conducting, interpreting and reporting results in program evaluation.
9. Prepare candidates to discuss etiology, nomenclature, treatment, referral, and prevention of mental, emotional and substance use disorders and apply knowledge and skills for navigating the Diagnostic and Statistical Manual of Mental Disorders (DSM V) and identifying diagnosis.
10. Enhance candidate knowledge and understanding of professional counseling credentialing, including certification and licensure, accreditation practices and policies around record keeping, third-party reimbursements.
11. Prepare candidates to conduct comprehensive intake interviews for treatment planning and employ techniques and interventions for prevention and treatment of a broad range of mental health issues

SCHOOL OF EDUCATION VISION, CONCEPTUAL FRAMEWORK, AND THEMES

Lehman Urban Transformative Education (LUTE) represents the School of Education's vision for educators and leaders who are or will be responsible for stimulating and supporting the development of knowledge, skills, practices, and dispositions that enrich individuals and, in turn, the communities where they live and work. Our vision is rooted in and extends from the missions of both the City University of New York and Lehman College. We seek to facilitate individuals' access to postsecondary higher education and occupational opportunities. We also seek to increase personal and social competencies for every PreK-18 student. In all of our work, we strive to close achievement, opportunity, and attainment gaps.

Theme I: Empower Our Diverse Community of Educators and Learners.

Theme II: Educate and Advocate for Social Action and Equity.

Theme III: Realize Potential.

Theme IV: Affirm Our Diverse Ethnic and Cultural Contexts.

REQUIRED READING ASSIGNMENTS: Available through the Lehman College library website

Crunk, A. E., & Barden, S. M. (2017). The Common Factors Discrimination Model: An Integrated Approach to Counselor Supervision. *Professional Counselor*, 7(1), 62–75.

Nelson, M. D., Johnson, P., & Thorngren, J. M. (2000). An Integrated Approach for Supervising Mental Health Counseling Interns. *Journal of Mental Health Counseling*, 22(1), 45

Janson, C., & Filibert, S. (2018). Discursive Digital Reflection: A Method for Enhancing Supervision and Training. *The Professional Counselor*, 8 (2), 200-212

Timm, M. (2015). Creating a Preferred Counselor Identity in Supervision: A New Application of Bernard's Discrimination Model. *Clinical Supervisor*, 34(1), 115–125.

Yee, T. (2018). Supervising East Asian international students: Incorporating culturally responsive supervision into the Integrated Developmental Model. *Clinical Supervisor*, 37(2), 298–312

Selected additional readings may be assigned throughout the semester

RECOMMENDED RESEARCH JOURNALS

- *Adultspan* (AADA)
- *Career Development Quarterly* (NCDA)
- *Counseling and Values* (ASERVIC)
- *Counselor Education & Supervision* (ACES)
- *Educational Leadership*
- *Family Journal: Counseling for Couples and Families* (IAMFC)

- *Journal of Addictions & Offender Counseling* (IAAOC)
- *Journal of College Admission* (NACAC)
- *Journal of College Counseling* (ACCA)
- *Journal of Counseling & Development* (ACA)
- *Journal of Creativity in Mental Health* (ACC)
- *Journal of Employment Counseling* (NECA)
- *Journal of GLBT Issues in Counseling* (ALGBTIC)
- *Journal of Humanistic Counseling* (AHC)
- *Journal of Mental Health Counseling* (AMHCA)
- *Journal of Multicultural Counseling and Development* (AMCD)
- *Journal for Social Action in Counseling and Psychology* (CSJ/PsySR)
- *Journal for Specialists in Group Work* (ASGW)
- *Professional School Counseling* (ASCA)
- *Rehabilitation Counseling Bulletin* (ARCA)
- *Rethinking Schools*
- *School Effectiveness and School Improvement*
- *Urban Education*

ELECTRONICS POLICY, NETIQUETTE, AND ACADEMIC INTEGRITY

Netiquette and academic integrity (no plagiarism, appropriate citation and attribution of sources in all written work using APA style) are expected in this course and throughout the CE/SC graduate program in accordance with the CUNY policy. **Use of digital devices in class is at the discretion of the instructor**; digital device use should be directly related to in-class activities only and not for out-of-class homework unless explicitly stated. Please bring or share a laptop, tablet, or smartphone to class with lecture notes, syllabus & powerpoints. As school counselor candidates, the ability to be fully present is integral to learning about and practicing professional school counseling, therefore, smartphone use other than to review class materials is permitted outside of class unless otherwise indicated by the instructor. Please refer to these documents for details:

- **A Student Handbook on Online Etiquette (Netiquette):**
http://www.sps.cuny.edu/student_services/pdf/Netiquette.pdf
- **CUNY Policy on Academic Integrity:**
http://www.lehman.edu/lehman/about/policies_pdf/CUNYAcademicIntegrityPolicy.pdf

Blackboard and E-Mail Etiquette: Students are responsible for activating and accessing Blackboard for this course. The instructor cannot be responsible for technical difficulties or troubleshooting in the use of Blackboard. For all technical problems students should contact the IT service Desk at Carman Hall 108, 718-960-8111, help.desk@lehman.cuny.edu, or via electronic helpdesk request form: <http://www.lehman.edu/itr/help-desk.php>

Note: “Flaming”, “thrashing”, or otherwise inappropriate/disrespectful e-mail communications or discussions will be shared with the Counseling faculty, CLLSE department chair, the graduate college, and subject to appropriate action. If you are

unable to communicate something respectfully in person, then you should not put it in an email.

Cell Phone and Electronic Devices Policy: Please turn off all electronic devices during class time. Making or receiving phone calls, text messages, and e-mails during class is not professional behavior and are considered disruptive to the learning experience.

Written requirements: All papers must be written in APA journal article format. Please review the guidelines for manuscript preparation in the APA Publication Manual, 6th edition. Students may reference the Purdue Online Writing Website (OWL) for additional clarification. <https://owl.english.purdue.edu/owl/resource/560/01/>

STUDENT SERVICES

(Accommodations, Advising, Career and Personal Counseling, Dean of Students/Food/Housing, Information/Research, Technology, Tutoring)

Academic Center for Excellence offers writing support and tutoring for individuals and groups and workshops as well as online tutoring. Regular tutoring hours during the fall and spring semesters are the following: Monday-Thursday 10 a.m.-7 p.m., and Saturday 10 a.m.-2 p.m. Old Gym Building 203, 718-960-8175, <http://www.lehman.edu/academics/instructional-support-services/index.php>

Career Services Center: Free Career Counseling, Resume, Job Search, and Interviewing Skills and Workshops, Shuster Hall 254, 718-960-8366, www.lehman.edu/career-services/contact-us.php;

Counseling Center: If you are experiencing personal and/or academic difficulties, confidential counseling services are available free of charge at Old Gym Building 114, 718-960-8761 <http://www.lehman.edu/counseling-center>

Dean of Students: Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact the Dean of Students, Dr. Stanley Brazile, for support in Shuster Hall stanley.bazile@lehman.cuny.edu, 718-960-8242. Please notify the professor to assist in providing resources.

Instructional Technology Center/HELP DESK, Carman Hall 108, Computer lab and help desk for CUNYFIRST, CUNY PORTAL, BLACKBOARD, E-MAIL, etc: Carman Hall 108, 718-960-8111, help.desk@lehman.cuny.edu, or via electronic helpdesk request form: <http://www.lehman.edu/itr/help-desk.php>

Leonard Lief Library: Information and Research The full-time librarian for School of Education is Assistant Professor Alison Lehner-Quam, Room 318A, Alison.lehner-quam@lehman.cuny.edu, 718-960-7756.

Student Disability Services: Lehman College is committed to providing access to all programs and curricula to all students. Students with disabilities who may need classroom accommodations are encouraged to register with the Office of Student Disability Services. The Counselor Education/School Counseling program faculty value diverse learning styles

and will make alternative arrangements if you have a disability or if there are ways to make the learning experience more accessible. For more information, please contact the Office of Student Disability Services, Shuster Hall, Room 238, at 718-960-8441, <http://www.lehman.edu/student-disability-services/index.php>

LEARNING OUTCOMES

- Discuss the importance of supervision and consultation skills in mental health counseling
- Apply awareness, knowledge, and skills in two clinical supervision models and two consultation models
- Conceptualize specific equity issues in consultation and supervision
- Understand the need for more research and evidence-based practice in anti-racist, anti-oppressive consultation and supervision in mental health counseling
- Utilize effective consultation and supervision skills in role play scenarios.

ASSESSMENT 1: ASSIGNMENTS/ARTIFACTS AND GRADING RUBRICS

EVALUATION SCALE:

94 - 100 = A; 90 - 93 = A-; 87 - 89 = B+; 84 - 86 = B; 80 - 83 = B-; 77 - 79 = C+; 74 - 76 = C; 70 - 73 = C-Below 70 = F

ABSENCES/TARDINESS/LATE ASSIGNMENT POLICY

- Two or more EXCUSED class absences = Minus one letter grade
- Five or more EXCUSED class absences = Automatic F
- Three or more tardies or leaving early = Minus one letter grade
- Five or more tardies or leaving early = Automatic C

Late Work Policy: Late assignments will not be accepted. Students who anticipate turning an assignment in late with a valid reason should consult with the instructor prior to the assignment's due date in order to avoid losing credit for the assignment. Such approval will be at the discretion of the instructor.

Note: . Students who anticipate turning an online assignment in late with a valid reason should consult with the instructor prior to the assignment's due date in order to avoid losing credit for the assignment. Such approval will be at the discretion of the instructor.

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initial response and additional insight, which must be completed by Wednesday at 11:59pm of the designated week. For example, for a week starting on September 3rd, the lead person will post by Monday, September 4th at 11:59pm and the other group members will respond by Wednesday, September 6th at 11:59pm. **Both lead responses and comments should also be at least 250 words in length and not exceed 400 words.** All postings and comments should be reflective of your knowledge obtained from the reading assignment, class discussions and research articles as well as your own personal experiences.

2. My Preferred Supervision Model- 33% of grade

Reflect on the various models of supervision and write a paper that discusses your preferred model of counseling supervision. Include an overview of the model and emphasize specific aspects of the model that seem to resonate with you. Include examples of what the model would like if put to use. Does the model provide opportunities to provide culturally responsive supervision? Why or why not. Consider incorporating aspects from more than one of the models.

3. Class Participation, Attendance, and In Class Assignments: 33% of Grade

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Excellent - Proactive participation: leading, originating, informing, and challenging contributions that reflect in-depth study, thought, and analysis of the topic under consideration. This does not mean dominating discussion or using a lot of words to say little. Multiple, regular and well thought out contributions that are not just reactive or brief statements.

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Minimally acceptable - Passive participation: present, awake, alert, attentive, but not actively involved. Contributions that are minimal and not additive like “good idea” and “I agree”.

Unsatisfactory - Uninvolved: absent, present but not attentive, sleeping, irrelevant contributions that inhibit the progress of the class, discourteous, disruptive behavior. Inconsistent participation, missing responses to ongoing work.

Note: It is your responsibility to keep a copy of every assignment and communicate with the professor. There is **NO** opportunity to make-up online assignments. Students who anticipate turning an online assignment in late with a valid reason should consult with the instructor prior to the due date to avoid losing credit. Approval is at the discretion of the instructor. It is highly recommended that candidates complete the online assignments on Blackboard during/within the first 24 hours of release for time-limited assignments in case of technical difficulties. All Blackboard assignments reflect the date and time of your submission so complete assignments quickly without delay. Grades will be reduced for more than one EXCUSED class absence; excessive tardiness; consistent grammar/spelling errors or lack of thorough editing in written assignments; lack of caring, professionalism, or unethical practice either in class or pre-practica site. Please see late work policy regarding assignments turned in past deadline.

Grading Policy

1. Participation on Blackboard: 33% of Grade
2. My Preferred Supervision Model: 33% of Grade
3. Class Participation, Attendance, and In Class Assignments – 33% of Grade

Assessment Rubrics: 4 – Exemplary, 3 - Satisfactory 2 - Developing, 1 -Unsatisfactory

1. Participation on Blackboard:				
Responses address each of the main points in the assignment and include personal insight.	1	2	3	4
Reflections/comments demonstrate the student understands of key theoretical concepts related to mental health counseling.	1	2	3	4
Reflections/comments are clear, fluid and free of grammatical errors	1	2	3	4
Reflections/comments are framed from the perspective of a mental health counselor	1	2	3	4
Contributions are appropriate in length (at least 250 words)	1	2	3	4
Total: 20 possible points; 33% of grade				
2. My Preferred Supervision Model				
Reflects accurate understanding of the model	1	2	3	4
Rationale for why this the best choice of model	1	2	3	4
Includes at least three examples of when it will be useful	1	2	3	4

Illustration of using this model is accurate Paper is well organized, free of grammatical and spelling errors, is written using APA format and includes at least three references.	1	2	3	4
Total: 16 possible points; 33% of Grade				
3. Class Participation, Attendance, and In Class Assignments:				
Attends class, prepared to discuss assigned readings and assignments.	1	2	3	4
Makes significant insightful contributions including synthesis and critical analysis of the readings, and helps to build collegial, collaborative spirit in class.	1	2	3	4
Professional attitude in class and electronically. Includes being open minded, nonjudgmental, caring, ethical practice, communicating in a respectful manner and being an active listener with good attending skills.	1	2	3	4
Presence adds to a positive and professional group dynamic.	1	2	3	4
Student listens attentively when others present materials perspectives, as indicated by comments that build on others' remarks, i.e., student hears what others say & contributes to the dialogue.	1	2	3	4
Total: 20 possible points; 33% of Grade				
Total Grade: 100 possible points, 100% of Grade				

CLASS TOPICS, READINGS, AND ASSIGNMENT DUE DATES

Date	Topic	Readings	Assignments Due
TBA	Preferred Counselor Identity in Supervision	Timm, M. (2015). Creating a Preferred Counselor Identity in Supervision: A New Application of Bernard's Discrimination Model. <i>Clinical Supervisor</i> , 34(1), 115–125.	Online Assignment: - BLOG 1
TBA	Mental Health as a disability in mental health needs: College counseling experiences	Crunk, A. E., & Barden, S. M. (2017). The Common Factors Discrimination Model: An Integrated Approach to Counselor Supervision. <i>Professional Counselor</i> , 7(1), 62–75.	Online Assignment: - BLOG 2
TBA	Discursive Digital Reflection: A Method for Enhancing Supervision	Janson, C., & Filibert, S. (2018). Discursive Digital Reflection: A Method for Enhancing Supervision and Training. <i>The Professional Counselor</i> , 8 (2), 200-212	Online Assignment: - BLOG 3
TBA	Culturally Responsive Supervision	Yee, T. (2018). Supervising East Asian international students: Incorporating culturally responsive supervision into the Integrated Developmental	Online Assignment: - BLOG 4

		Model. <i>Clinical Supervisor</i> , 37(2), 298–312	
TBA	An Integrated Approach for Supervising Mental Health Counseling Interns	Nelson, M. D., Johnson, P., & Thorngren, J. M. (2000). An Integrated Approach for Supervising Mental Health Counseling Interns. <i>Journal of Mental Health Counseling</i> , 22(1), 45	Online Assignment: - BLOG 5

**Lehman College of the City University of New York
Department of Counseling, Leadership, Literacy, and Special Education
M.S.Ed. in Counselor Education/School Counseling program
EDG 759 Seminar 5 Dialectical Behavior Therapy
1 Graduate Credit**

Instructor:

Class Meetings:

Office:

Office Hours:

Mailbox:

E-mail:

Phone/Voicemail:

Course Website: Blackboard

Lehman College Education Librarian: Prof. Alison Lehner-Quam, Assistant Professor,
Room 318A alison.lehnerquam@lehman.cuny.edu 718-960-7756

Lehman College Counselor Education/School Counseling Research

Guide: [:http://libguides.lehman.edu/c.php?g=331469&p=2223110](http://libguides.lehman.edu/c.php?g=331469&p=2223110)

Counseling Research Article Listing: https://en.wikipedia.org/wiki/School_counselor

*Syllabus changes may occur at the instructor's discretion.

COURSE TITLE AND DESCRIPTION

EDG 759 Seminar 5 Dialectical Behavior Therapy Orientation to the use of Dialectical Behavior Therapy for treatment of depression, anxiety and personality disorders; Overview of the origins of DBT and the four modules of skills related to: core mindfulness, interpersonal effectiveness, distress tolerance and emotional regulation; the use of DBT skills for reducing dysregulation and reactivity; the role of the DBT therapist; challenging behaviors

ACCREDITATIONS

The Counselor Education/School Counseling program is accredited by CACREP, the Council for the Accreditation of Counseling and Related Educational Programs (www.cacrep.org) and CAEP, the Council for the Accreditation of Educator Preparation (www.caepnet.org).

MISSION:

The Lehman College Counselor Education program develops culturally competent, ethical, caring, data-informed professional counselors in an urban educational framework. Counselor candidates promote social justice and human rights advocacy in their scholarly, clinical, assessment, evaluation, and school counseling program implementation practices. The Counselor Education program climate emphasizes collaboration, leadership, self-awareness, and mutual respect among diverse groups and includes anti-racist and anti-oppression practices in coursework and fieldwork

PROGRAM OBJECTIVES:

1. Prepare candidates who can conceptualize the historical, philosophical, and organizational aspects of the counseling profession including, concepts related to legislation and governmental policies and apply advocacy skills for addressing institutional and social barriers and promoting access, equity, and wellness.
2. Prepare candidates who can recognize issues related to power, privilege and race and engage in culturally responsive treatment planning and therapeutic decision-making practices and maintain a commitment to the exploration (and self-exploration) of race, ethnicity, culture, spiritual and differences in ability to ensure that treatment is both culturally relevant and equitable.
3. Prepare candidates who can integrate human development theory into case conceptualization and treatment planning, including the biological, psychological, systemic, and cultural factors that influence personality and overall development.
4. Prepare candidates who will employ strategies for examining the personal characteristics, interests, aptitudes, work-related values, resources and culture, related to career development and utilize research-based methods for career planning.
5. Prepare candidates who possess essential counselor characteristics, leadership, interviewing and case conceptualization skills and utilize counseling theories, models, and strategies for understanding and engaging with clients.
6. Prepare candidates who can identify theoretical foundations of group counseling and group work and apply ethical and culturally relevant strategies for recruiting and screening members and organizing and facilitating groups.
7. Prepare candidates to make use of assessments for diagnostic purposes and for identifying trauma, abuse, and intervention planning purposed and engage in standard procedures for reporting abuse or potential harm
8. Prepare candidates to analyze and use data in counseling and engage in practices that are ethical and culturally relevant when conducting, interpreting and reporting results in program evaluation.
9. Prepare candidates to discuss etiology, nomenclature, treatment, referral, and prevention of mental, emotional and substance use disorders and apply knowledge and skills for navigating the Diagnostic and Statistical Manual of Mental Disorders (DSM V) and identifying diagnosis.
10. Enhance candidate knowledge and understanding of professional counseling credentialing, including certification and licensure, accreditation practices and policies around record keeping, third-party reimbursements.
11. Prepare candidates to conduct comprehensive intake interviews for treatment planning and employ techniques and interventions for prevention and treatment of a broad range of mental health issues

SCHOOL OF EDUCATION VISION, CONCEPTUAL FRAMEWORK, AND THEMES

Lehman Urban Transformative Education (LUTE) represents the School of Education's vision for educators and leaders who are or will be responsible for stimulating and supporting the development of knowledge, skills, practices, and dispositions that enrich individuals and, in turn, the communities where they live and work. Our vision is rooted in and extends from the missions of both the City University of New York and Lehman College. We seek to facilitate individuals' access to postsecondary higher education and occupational opportunities. We also seek to increase personal and social competencies for every PreK-18 student. In all of our work, we strive to close achievement, opportunity, and attainment gaps.

Theme I: Empower Our Diverse Community of Educators and Learners.

Theme II: Educate and Advocate for Social Action and Equity.

Theme III: Realize Potential.

Theme IV: Affirm Our Diverse Ethnic and Cultural Contexts.

REQUIRED READING ASSIGNMENTS: Available through the Lehman College library website

Moonshine, C and Shaefer, S (2019) *Dialectical Behavior Therapy, Vol 1, 2nd Edition: The Clinician's Guidebook for Acquiring Competency in DBT* 2nd ed. Edition PESI Publishing and Media Eau Claire, WI

Selected additional readings may be assigned throughout the semester

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- *Rehabilitation Counseling Bulletin (ARCA)*
- *Rethinking Schools*
- *School Effectiveness and School Improvement*

- *Urban Education*

ELECTRONICS POLICY, NETIQUETTE, AND ACADEMIC INTEGRITY

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- **A Student Handbook on Online Etiquette (Netiquette):**
http://www.sps.cuny.edu/student_services/pdf/Netiquette.pdf
- **CUNY Policy on Academic Integrity:**
http://www.lehman.edu/lehman/about/policies_pdf/CUNYAcademicIntegrityPolicy.pdf

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STUDENT SERVICES

(Accommodations, Advising, Career and Personal Counseling, Dean of Students/Food/Housing, Information/Research, Technology, Tutoring)

Academic Center for Excellence offers writing support and tutoring for individuals and groups and workshops as well as online tutoring. Regular tutoring hours during the fall and spring semesters are the following: Monday-Thursday 10 a.m.-7 p.m., and Saturday 10 a.m.-2 p.m. Old Gym Building 203, 718-960-8175, <http://www.lehman.edu/academics/instructional-support-services/index.php>

Career Services Center: Free Career Counseling, Resume, Job Search, and Interviewing Skills and Workshops, Shuster Hall 254, 718-960-8366, www.lehman.edu/career-services/contact-us.php;

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Leonard Lief Library: Information and Research The full-time librarian for School of Education is Assistant Professor Alison Lehner-Quam, Room 318A, Alison.lehner-quam@lehman.cuny.edu, 718-960-7756.

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LEARNING OUTCOMES

- Characterize personality disorders from a DBT perspective
- Conceptualize the four modules of DBT
- Facilitate DBT psychoeducational groups
- Conduct DBT individual and group therapy
- Engage in collaborative relationships with clients
- Identify and address identify therapy-interfering behavior
- Utilize validation principles and practices of DBT

ASSESSMENT 1: ASSIGNMENTS/ARTIFACTS AND GRADING RUBRICS

EVALUATION SCALE:

94 - 100 = A; 90 - 93 = A-; 87 - 89 = B+; 84 - 86 = B; 80 - 83 = B-; 77 - 79 = C+; 74 - 76 = C; 70 - 73 = C-Below 70 = F

ABSENCES/TARDINESS/LATE ASSIGNMENT POLICY

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- Five or more EXCUSED class absences = Automatic F
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COURSE ASSIGNMENTS

1. Participation on Blackboard: 33% of Grade

You have been assigned to a group of three or four students on Blackboard. Each week, one group member is expected to take the lead and create a blog (subject: Blog 1 – Sept 1, Blog 2 – Sept. 8, etc.), answering the assignment that is posted. Assignments may involve, reflecting on a statement, article, chapter, or video clip. The lead person will be assigned by the professor on weekly basis and be expected to start the conversation by Monday at 11:59pm of designated week. After the lead person has responded, the other two to three group members will review the blog and post a comment that includes their reaction to the initial response and additional insight, which must be completed by Wednesday at 11:59pm of the designated week. For example, for a week starting on September 3rd, the lead person will post by Monday, September 4th at 11:59pm and the other group members will respond by Wednesday, September 6th at 11:59pm. **Both lead responses and comments should also be at least 250 words in length and not exceed 400 words.** All postings and comments should be reflective of your knowledge obtained from the reading assignment, class discussions and research articles as well as your own personal experiences.

2. Class Participation, Attendance, and In Class Assignments: 33% of Grade

Due to the interactive nature of counseling coursework and the format of this course regular class attendance and participation is essential. In addition, punctuality is an expected behavior of professional counselors. Tardiness after 15 minutes and leaving early will be recorded as an absence from class, unless prior arrangements have been discussed with the instructor. Part of your participation grade will depend upon your presence each week including face-to-face meetings or online participation. Any absences, repeated

lateness, or lack of participation in class and on Blackboard will severely affect your grade. In order for an absence to be excused you must communicate with the instructor prior to the absence from class or as soon as possible after the occurrence such as later that evening in an emergency situation. An excused absence (one) is the only type of absence that will not affect your grade in this course. It is your responsibility to check for announcements, questions of the week, communication from me, etc. Attendance is considered regarding your active participation in Blackboard assignments and small group discussion online. Students should come to class having read each assignment and prepared to participate in insightful discussions and classroom activities. Insightful discussion includes synthesis and critical analysis of the readings and discussion questions targeted to promote class conversation. In addition, side conversations, disruptive behavior, arriving to class late or leaving class early, and coming back to class late from breaks is considered disrespectful and may impact your grade. Please be respectful to your professor, peers, and at your field assignment locations at all times and be mindful of the cell phone and electronic devices policy.

3. Final Test- 33% of grade

The final test will consist of a combination of multiple choice and short answer questions pertaining to Dialectical Behavior Therapy.

Participation Guidelines:

Excellent - Proactive participation: leading, originating, informing, and challenging contributions that reflect in-depth study, thought, and analysis of the topic under consideration. This does not mean dominating discussion or using a lot of words to say little. Multiple, regular and well thought out contributions that are not just reactive or brief statements.

Satisfactory - Reactive participation: supportive, follow-up contributions that are relevant and of value, but rely on the leadership and study of others, or reflect opinion rather than study, thought, and contemplation. Spotty or not well formed and thought-out contributions.

Minimally acceptable - Passive participation: present, awake, alert, attentive, but not actively involved. Contributions that are minimal and not additive like “good idea” and “I agree”.

Unsatisfactory - Uninvolved: absent, present but not attentive, sleeping, irrelevant contributions that inhibit the progress of the class, discourteous, disruptive behavior. Inconsistent participation, missing responses to ongoing work.

Note: It is your responsibility to keep a copy of every assignment and communicate with the professor. There is **NO** opportunity to make-up online assignments. Students who anticipate turning an online assignment in late with a valid reason should consult with the instructor prior to the due date to avoid losing credit. Approval is at the discretion of the instructor. It is highly recommended that candidates complete the online assignments on

Blackboard during/within the first 24 hours of release for time-limited assignments in case of technical difficulties. All Blackboard assignments reflect the date and time of your submission so complete assignments quickly without delay. Grades will be reduced for more than one EXCUSED class absence; excessive tardiness; consistent grammar/spelling errors or lack of thorough editing in written assignments; lack of caring, professionalism, or unethical practice either in class or pre-practica site. Please see late work policy regarding assignments turned in past deadline.

Grading Policy

1. Participation on Blackboard: 33% of Grade
2. Class Participation, Attendance, and In Class Assignments – 33% of Grade
3. Final Test: 33% of Grade

Assessment Rubrics: 4 – Exemplary, 3 - Satisfactory 2 - Developing, 1 -Unsatisfactory

1. Participation on Blackboard:				
Responses address each of the main points in the assignment and include personal insight.	1	2	3	4
Reflections/comments demonstrate the student understands of key theoretical concepts related to mental health counseling.	1	2	3	4
Reflections/comments are clear, fluid and free of grammatical errors	1	2	3	4
Reflections/comments are framed from the perspective of a mental health counselor	1	2	3	4
Contributions are appropriate in length (at least 250 words)	1	2	3	4
Total: 20 possible points; 33% of grade				
2. Class Participation, Attendance, and In Class Assignments:				
Attends class, prepared to discuss assigned readings and assignments.	1	2	3	4
Makes significant insightful contributions including synthesis and critical analysis of the readings, and helps to build collegial, collaborative spirit in class.	1	2	3	4
Professional attitude in class and electronically. Includes being open minded, nonjudgmental, caring, ethical practice, communicating in a respectful manner and being an active listener with good attending skills.	1	2	3	4
Presence adds to a positive and professional group dynamic.	1	2	3	4
Student listens attentively when others present materials perspectives, as indicated by comments that build on others' remarks, i.e., student hears what others say & contributes to the dialogue.	1	2	3	4
Total: 20 possible points; 33% of Grade				
3. Final Test				
Total: 100 possible points; 33% of Grade				

CLASS TOPICS, READINGS, AND ASSIGNMENT DUE DATES All readings are from the following book: Dialectical Behavior Therapy, Vol 1, 2nd Edition: The Clinician's Guidebook for Acquiring Competency in DBT 2nd ed. Edition

Date	Topic	Readings	Assignments Due
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TBA	The DBT Model: Adaptations and Modifications – philosophy and foundations, overview of modules	Chapter1	Online Assignment: - BLOG 1
TBA	2. Being Dialectical, stages of change	Chapter 2	Online Assignment: - BLOG 2
TBA	Skills modules: Individual skills, Diary Cards, chain analysis, treatment plans	Chapter 3	Online Assignment: - BLOG 3
TBA	Teaching DBT skills	Chapter 4	Online Assignment: - BLOG 4
TBA	Formats, setting and age groups	Chapter 5	Online Assignment: - BLOG 5

**Lehman College of the City University of New York
Department of Counseling, Leadership, Literacy, and Special Education
M.S.Ed. in Counselor Education/School Counseling program
EDG 760 Seminar 6: The Business of Managing a Clinical Mental
Health Counseling Practice
1 Graduate Credit**

Instructor:

Class Meetings:

Office:

Office Hours:

Mailbox:

E-mail:

Phone/Voicemail:

Course Website: Blackboard

Lehman College Education Librarian: Prof. Alison Lehner-Quam, Assistant Professor,
Room 318A alison.lehnerquam@lehman.cuny.edu 718-960-7756

Lehman College Counselor Education/School Counseling Research

Guide: [:http://libguides.lehman.edu/c.php?g=331469&p=2223110](http://libguides.lehman.edu/c.php?g=331469&p=2223110)

Counseling Research Article Listing: https://en.wikipedia.org/wiki/School_counselor

*Syllabus changes may occur at the instructor's discretion.

COURSE TITLE AND DESCRIPTION

EDG 760 Seminar 6: The Business of Managing a Clinical Mental Health Counseling Practice. Overview of managing a private practice in Clinical Mental Health Counseling; developing a business plan, ethical and legal considerations, navigating insurance companies, billing practices, marketing, setting up an office, teletherapy, common pitfalls

ACCREDITATIONS

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1. Prepare candidates who can conceptualize the historical, philosophical, and organizational aspects of the counseling profession including, concepts related to legislation and governmental policies and apply advocacy skills for addressing institutional and social barriers and promoting access, equity, and wellness.
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Theme I: Empower Our Diverse Community of Educators and Learners.

Theme II: Educate and Advocate for Social Action and Equity.

Theme III: Realize Potential.

Theme IV: Affirm Our Diverse Ethnic and Cultural Contexts.

REQUIRED READING ASSIGNMENTS:

American Mental Health Counseling Association Code of Ethics:

<https://www.amhca.org/HigherLogic/System/DownloadDocumentFile.ashx?DocumentFileKey=24a27502-196e-b763-ff57-490a12f7edb1&forceDialog=0>

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LEARNING OUTCOMES

- Formulate a business plan for establishing and managing a private counseling practice
- Demonstrate awareness of ethical and legal considerations in private practices
- Explain the process of determining behavioral healthcare benefits
- Execute a plan for determining fees and managing billing,
- Develop a marketing plan
- Organize a therapeutic office
- Engage in teletherapy practices that adhere to legal requirements and ethical standards

ASSESSMENT 1: ASSIGNMENTS/ARTIFACTS AND GRADING RUBRICS

EVALUATION SCALE:

94 - 100 = A; 90 - 93 = A-; 87 - 89 = B+; 84 - 86 = B; 80 - 83 = B-; 77 - 79 = C+; 74 - 76 = C; 70 - 73 = C-Below 70 = F

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1. Participation on Blackboard: 33% of Grade

You have been assigned to a group of three or four students on Blackboard. Each week, one group member is expected to take the lead and create a blog (subject: Blog 1 – Sept 1, Blog 2 – Sept. 8, etc.), answering the assignment that is posted. Assignments may involve, reflecting on a statement, article, chapter, or video clip. The lead person will be assigned by the professor on weekly basis and be expected to start the conversation by Monday at 11:59pm of designated week. After the lead person has responded, the other two to three group members will review the blog and post a comment that includes their reaction to the

initial response and additional insight, which must be completed by Wednesday at 11:59pm of the designated week. For example, for a week starting on September 3rd, the lead person will post by Monday, September 4th at 11:59pm and the other group members will respond by Wednesday, September 6th at 11:59pm. **Both lead responses and comments should also be at least 250 words in length and not exceed 400 words.** All postings and comments should be reflective of your knowledge obtained from the reading assignment, class discussions and research articles as well as your own personal experiences.

2. Class Participation, Attendance, and In Class Assignments: 33% of Grade

Due to the interactive nature of counseling coursework and the format of this course regular class attendance and participation is essential. In addition, punctuality is an expected behavior of professional counselors. Tardiness after 15 minutes and leaving early will be recorded as an absence from class, unless prior arrangements have been discussed with the instructor. Part of your participation grade will depend upon your presence each week including face-to-face meetings or online participation. Any absences, repeated lateness, or lack of participation in class and on Blackboard will severely affect your grade. In order for an absence to be excused you must communicate with the instructor prior to the absence from class or as soon as possible after the occurrence such as later that evening in an emergency situation. An excused absence (one) is the only type of absence that will not affect your grade in this course. It is your responsibility to check for announcements, questions of the week, communication from me, etc. Attendance is considered regarding your active participation in Blackboard assignments and small group discussion online. Students should come to class having read each assignment and prepared to participate in insightful discussions and classroom activities. Insightful discussion includes synthesis and critical analysis of the readings and discussion questions targeted to promote class conversation. In addition, side conversations, disruptive behavior, arriving to class late or leaving class early, and coming back to class late from breaks is considered disrespectful and may impact your grade. Please be respectful to your professor, peers, and at your field assignment locations at all times and be mindful of the cell phone and electronic devices policy.

3. Business Plan- 33% of grade

For this assignment, you will design a business plan for running a private practice in mental health counseling. Your plan should be comprehensive and also feasible. Another words, should you choose to follow the steps outlined in your plan, you should end up with a successful counseling practice. Your plan should include each of the following elements:

1. Mission and Vision that captivates the essence of why you do the work that you do and how it will be helpful and to whom. Also include an overview of your personal values and how they align with your mission.
2. Detailed description of your business. Include your area of specialty as well as skills that may be particularly helpful. Also include the type of population you plan to serve as well as the number of clients.
3. Research – what are the needs of your community? Is there area saturated with MHC who do similar things that you are proposing? Look for gaps in available services and considering developing areas that are in greater demand.

4. Financial Plan – consider all of your start up as well as operating costs (supplies, rent, utilities, etc.). How will you cover those costs. What will your fee for services be? Will you take insurance?
5. Marketing – include an overview of how you will market your business and what it will cost.
6. Business Goals

Participation Guidelines:

Excellent - Proactive participation: leading, originating, informing, and challenging contributions that reflect in-depth study, thought, and analysis of the topic under consideration. This does not mean dominating discussion or using a lot of words to say little. Multiple, regular and well thought out contributions that are not just reactive or brief statements.

Satisfactory - Reactive participation: supportive, follow-up contributions that are relevant and of value, but rely on the leadership and study of others, or reflect opinion rather than study, thought, and contemplation. Spotty or not well formed and thought-out contributions.

Minimally acceptable - Passive participation: present, awake, alert, attentive, but not actively involved. Contributions that are minimal and not additive like “good idea” and “I agree”.

Unsatisfactory - Uninvolved: absent, present but not attentive, sleeping, irrelevant contributions that inhibit the progress of the class, discourteous, disruptive behavior. Inconsistent participation, missing responses to ongoing work.

Note: It is your responsibility to keep a copy of every assignment and communicate with the professor. There is **NO** opportunity to make-up online assignments. Students who anticipate turning an online assignment in late with a valid reason should consult with the instructor prior to the due date to avoid losing credit. Approval is at the discretion of the instructor. It is highly recommended that candidates complete the online assignments on Blackboard during/within the first 24 hours of release for time-limited assignments in case of technical difficulties. All Blackboard assignments reflect the date and time of your submission so complete assignments quickly without delay. Grades will be reduced for more than one EXCUSED class absence; excessive tardiness; consistent grammar/spelling errors or lack of thorough editing in written assignments; lack of caring, professionalism, or unethical practice either in class or pre-practica site. Please see late work policy regarding assignments turned in past deadline.

Grading Policy

1. Participation on Blackboard: 33% of Grade
2. Class Participation, Attendance, and In Class Assignments – 33% of Grade
3. Business Plan: 33% of Grade

Assessment Rubrics: 4 – Exemplary, 3 - Satisfactory 2 - Developing, 1 -Unsatisfactory

1. Participation on Blackboard:				
Responses address each of the main points in the assignment and include personal insight.	1	2	3	4
Reflections/comments demonstrate the student understands of key theoretical concepts related to mental health counseling.	1	2	3	4
Reflections/comments are clear, fluid and free of grammatical errors	1	2	3	4
Reflections/comments are framed from the perspective of a mental health counselor	1	2	3	4
Contributions are appropriate in length (at least 250 words)	1	2	3	4
Total: 20 possible points; 33% of grade				
2. Class Participation, Attendance, and In Class Assignments:				
Attends class, prepared to discuss assigned readings and assignments.	1	2	3	4
Makes significant insightful contributions including synthesis and critical analysis of the readings, and helps to build collegial, collaborative spirit in class.	1	2	3	4
<ul style="list-style-type: none"> Professional attitude in class and electronically. Includes being open minded, nonjudgmental, caring, ethical practice, communicating in a respectful manner and being an active listener with good attending skills. 	1	2	3	4
<ul style="list-style-type: none"> Presence adds to a positive and professional group dynamic. 	1	2	3	4
<ul style="list-style-type: none"> Student listens attentively when others present materials perspectives, as indicated by comments that build on others' remarks, i.e., student hears what others say & contributes to the dialogue. 	1	2	3	4
Total: 20 possible points; 33% of Grade				
3. Business Plan				
<ul style="list-style-type: none"> Mission and Vision are clear and reflective of your values, indicating why you do the work that you do, how it will benefit others and who you plan to serve. 	1	2	3	4
<ul style="list-style-type: none"> Description is detailed, outlines specialty areas, population of clients. 	1	2	3	4
<ul style="list-style-type: none"> Thorough overview of the data pertaining to available services in your area. 	1	2	3	4
<ul style="list-style-type: none"> Detailed financial plan – that includes specific operating costs and a plan for how you will cover these costs. 	1	2	3	4
<ul style="list-style-type: none"> Marketing plan 	1	2	3	4
<ul style="list-style-type: none"> Business Goals – relevant, measurable and achievable 	1	2	3	4
Total: 100 possible points; 33% of Grade				

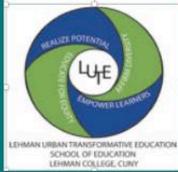
CLASS TOPICS, READINGS, AND ASSIGNMENT DUE DATES

Date	Topic	Readings	Assignments Due
TBA	Why start a private practice in mental health Counseling and what are the ethical and legal considerations?	TBA	Online Assignment: - BLOG 1
TBA	Navigating fees for service, billing, insurance companies and healthcare benefits	TBA	Online Assignment: - BLOG 2

TBA	Developing a business and marketing plan	TBA	Online Assignment: - BLOG 3
TBA	Organizing the office space	TBA	Online Assignment: - BLOG 4
TBA	Teletherapy practices that adhere to legal requirements and ethical standards	TBA	Online Assignment: - BLOG 5

APPENDIX C

Student Survey and Results



Proposed MS Degree in Clinical Mental Health Survey

Lehman College is considering the development of a Master's Degree in Clinical Mental Health Counseling

This degree will allow graduates to pursue NYS licensure in Mental Health Counseling and be qualified for employment in a variety of professional settings including: mental health agencies, schools, non-profit organizations, private practice and professional corporations. The curriculum will prepare candidates for conducting comprehensive assessments, developing treatment plans, and executing a range of counseling techniques and interventions focused on the prevention and treatment of a broad range of mental health issues. Graduates will be proficient in delivering person-centered, strengths-based practices in treatment planning and delivery that address systemic factors, engage natural supports, and promote improvements in cognitive, affective, behavioral, and physical functioning in diverse client populations.

...

1. What is your current major

2. What is your current standing in your undergraduate education program

Freshman

Sophomore

Junior

Senior

Other

3. What is your anticipated date of graduation (e.g. 2021)

4. Have you considered pursuing a graduate degree in Clinical Mental Health Counseling?

- Yes
- No
- Not sure

5. If you answered "No" or "Not sure" to pursuing a degree in Clinical Mental Health Counseling, please explain (check all that apply).

- I'm not interested in Mental Health Counseling
- The monetary cost is not worth it
- It's not worth the time
- I would rather get a PhD
- I would rather get a degree in another field
- Other

6. If you were to pursue an MS Degree, when would you consider beginning a program?

- Within 1-2 years
- Between 3 and 5 years
- Greater than 5 years
- Not sure

7. What is your preferred time commitment to complete such a program? Please select only one choice.

- Full time
- Part time
- No preference

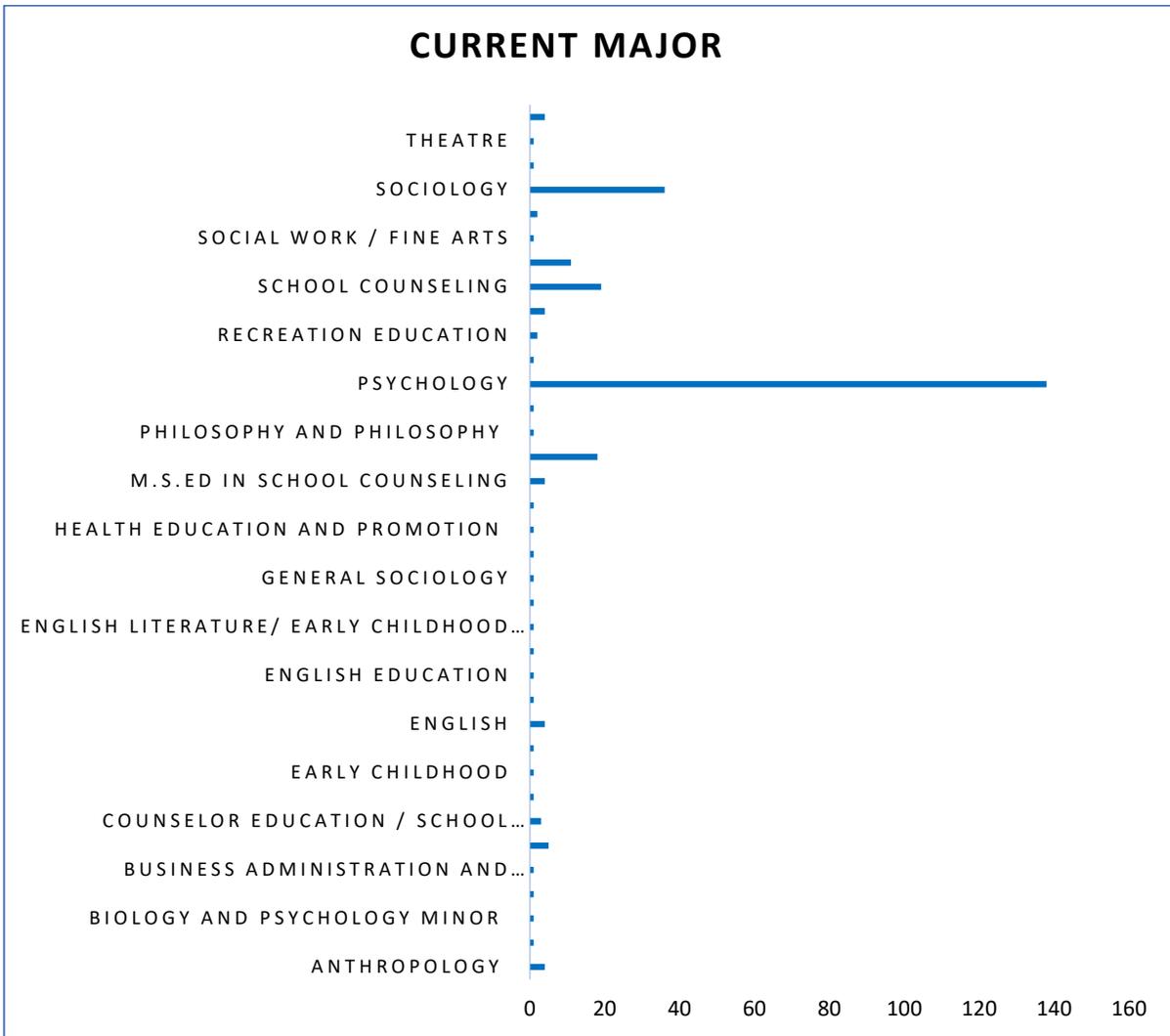
8. Does your employer provide tuition reimbursement?

- Yes
- No
- Maybe

9. Comments

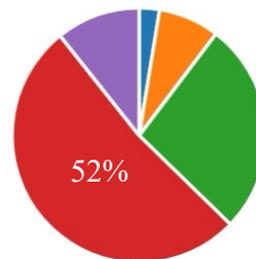
Enter your answer

Submit



2. What is your current standing in your undergraduate education program

● Freshman	7
● Sophomore	21
● Junior	73
● Senior	141
● Other	29



3. What is your anticipated date of graduation (e.g. 2021)

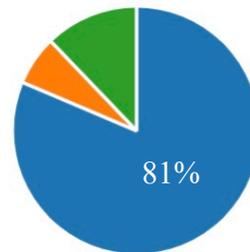
280
Responses

Latest Responses
"2022"
"2022"
"may 2021"

4. Have you considered pursuing a graduate degree in Clinical Mental Health Counseling?

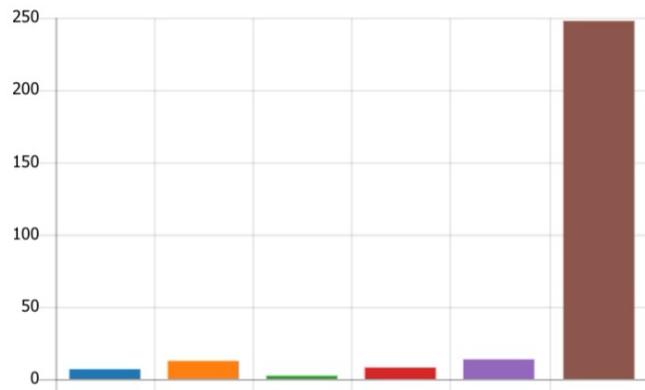
[More Details](#)

● Yes	227
● No	18
● Not sure	34



5. If you answered "No" or "Not sure" to pursuing a degree in Clinical Mental Health Counseling, please explain (check all that apply).

● I'm not interested in Mental H...	7
● The monetary cost is not wort...	12
● It's not worth the time	2
● I would rather get a PhD	8
● I would rather get a degree in ...	14
● Other	248



6. If you were to pursue an MS Degree, when would you consider beginning a program?

● Within 1-2 years	180
● Between 3 and 5 years	31
● Greater than 5 years	3
● Not sure	61



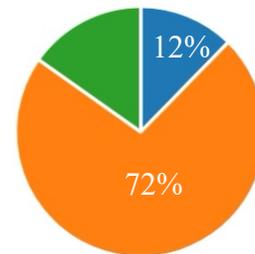
7. What is your preferred time commitment to complete such a program? Please select only one choice.

● Full time	146
● Part time	101
● No preference	31



8. Does your employer provide tuition reimbursement?

● Yes	34
● No	200
● Maybe	42



Appendix D Industry Support Letters



OFFICE OF THE DISTRICT ATTORNEY, Bronx County

DARCEL D. CLARK
District Attorney

198 East 161st Street
Bronx, New York 10451

(718) 590-2000

Stephen M. Knoepfler
Chief, Assistant District Attorney
Special Victims Division
Human Trafficking Unit
Phone: 718.838.7185
Fax: 718.590.6760
Email: knoepflers@bronxda.nyc.gov

January 29, 2021

Dr. Laura Roberts
Associate Professor and Clinical Director
Lehman College
School of Education
Carman Hall, Room B19
250 Bedford Park Blvd. West
Bronx, NY 10468-1589

Dear Dr. Roberts:

I am writing this letter to offer my support for your proposed Master of Science Degree in Clinical Mental Health Counseling.

I am the Chief of the Human Trafficking Unit at the Bronx District Attorney's Office. Created in June 2019, the Human Trafficking Unit focuses on rescuing and providing social services and resources to victims of sex trafficking and labor trafficking, as well as investigating, apprehending, and convicting those who promote, profit from, or patronize the commercial sex trade. Our trauma-informed, victim-centered approach places a priority on ensuring that first and foremost, those engaging in prostitution and those being trafficked receive the social services they need, whether that be medical care, mental health counseling and treatment, drug treatment, shelter or housing, job training or placement, or education. We understand that only when a person has their basic needs met will they be able to assist our Office in prosecuting those who have victimized them.

In my experience as the Chief of this Unit, and as a prosecutor in the Bronx for the last ten years, the Bronx has historically lacked adequate access to mental health services for its large, diverse, and vulnerable population. On multiple occasions, Crime Victims Advocates in my Office have referred victims to mental health clinics in Manhattan or Brooklyn, due to the unavailability of clinics or appointments in the Bronx. For those victims who are struggling to make ends meet, a lengthy train ride to another borough to receive mental health counseling can force them to make the choice between pursuing a job that will help them get on their feet or continuing with mental health treatment that will help them to deal with their trauma; too often,

this choice has led victims to neglect much-needed mental health treatment. Simply put, our clients need mental health services closer to home.

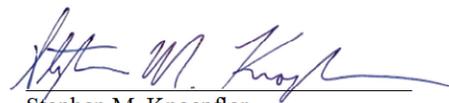
Furthermore, one of the greatest difficulties in prosecuting human trafficking is that it is an underreported crime. With funding from the World Childhood Foundation, Dr. Peter Sherman, Chief of Pediatrics for the BronxCare Health System, leads the Bronx Human Trafficking Task Force, which is comprised of law enforcement, medical professionals, and clinical professionals. The Task Force's primary mission is to identify and properly treat victims of human trafficking. Mental health counselors are often the first people to hear about situations of human trafficking, so an increase in the number of these counselors in the Bronx will mean that fewer instances of human trafficking will go unnoticed.

There is not only a need for more mental health counselors in the Bronx, but there is also a demand for an affordable mental health counseling degree program for working adults who want to work in the Bronx after graduation. For example, I have spoken to my Unit's Crime Victims Advocate about recent job postings for mental health counselors; often the available positions seek applicants with Masters Degrees as well as clinical experience, both of which can be difficult for working people to obtain. The program that you have proposed, wherein students could continue to work while achieving an affordable degree on the weekends, will provide an opportunity for numerous students to gain clinical internship experience serving the Bronx while taking classes to earn a degree that will enable them to pursue careers serving the Bronx Community. I will happily use the contacts I have within the Bronx Human Trafficking Task Force to encourage the creation of clinical internships to your program participants within medical, social work, and victim advocacy settings. Even at the internship stage, your students could assist in identifying and treating victims of human trafficking.

Your proposed program can do a substantial amount of good for the Bronx, not only in providing an opportunity for working individuals to gain experience and obtain a degree, but in providing additional qualified mental health counselors to a community that desperately needs them. I enthusiastically endorse your program.

I can be reached on my personal cell phone at (513) 518-3977 or at my work email, knoepflers@bronxda.nyc.gov should you or anyone else have any questions or concerns.

Sincerely,



Stephen M. Knoepfler
Chief, Human Trafficking Unit
Office of the Bronx County District Attorney
198 E. 161st Street
Bronx, NY 10451
Cell: (513) 518-3977
Office: (718) 838-7185
knoepflers@bronxda.nyc.gov



Suzanne Schlegel, BSN, MSOL
 Practice Administrator
 Ambulatory Care Network
 525 East 68th Street
 New York, New York 10065

Laura A. Roberts, PhD
 Lehman College, CUNY
 Associate Professor, Counselor Education Program
 Department of Counseling, Leadership, Literacy, and Special Education
 250 Bedford Park Blvd West
 B-19 Carman Hall
 Bronx, NY 10468

January 6, 2021

Dear Dr. Roberts,

I am writing this letter in support of the development of a Mental Health Counseling MS Degree at Lehman College. I received my graduate degree, MS Organizational Leadership, from Lehman College in the Department of Counseling, Leadership, Literacy and Special Education in 2019.

Currently there are close to 1 billion people worldwide diagnosed with a mental health or substance abuse disorder. The majority of mental health disorders include anxiety and depression. Unfortunately, access to mental and behavioral health resources are a barrier for many. Lack of treatment often leads to housing and food insecurity and may compromise other social determinants of health such as employment, education, and personal health.

This level of need for this type of program is extremely high as many people living with mental and behavioral health disorders often do not have access to mental health counselors due to lack of health insurance, the lack of mental health providers enrolled in insurance plans, costs are prohibitive and there is a shortage of mental health providers who represent black and brown communities. I am the Practice Administrator for an outpatient HIV program. The need for Mental Health resources is extremely high and we struggle to meet the needs of our patient population.

The benefits of developing this program will provide greater access to mental and behavioral health services that is more affordable. It will likely have a wide impact on communities that are in need of mental health services. There is also a very high prevalence of anxiety disorders in adolescents and I expect that this type of training will also be an asset to college campuses and communities.

The ability to attend this program on weekends and that one can also accelerate the degree is an attractive option especially for individuals who work.

In conclusion, I fully support the efforts of Lehman College in the development of the Mental Health Counseling MS Degree.

Sincerely,

Suzanne Schlegel, Practice Administrator

Center for Special Studies
 Glenn Bernbaum Unit
 525 East 68th Street, F-24
 New York, NY 10021

T 212.746.4180
 F 212.746.6815

Judith Peabody Wellness Center – David E. Rogers Unit
 53 West 23rd Street, 6th Floor
 New York, NY 10011

T 212.746.7200
 F 212.746.7166

Supported by: The Bill Blass Legacy

Humana.

December 13, 2020

Dear Dr. Roberts:

I am writing this letter of support for the new Master's Degree in Mental Health Counseling which will be offered by Lehman College's School of Education.

This proposed Master's Degree program is an important undertaking, and will make a significant impact to the Bronx community as well as in Westchester and other surrounding areas. I have been a psychologist for over 30 years currently have a role at Humana in the Wellness Division strategically develop innovative services. I help Humana win business by responding to proposals and representing the Employee Assistance Program (EAP) product in finalist presentations to corporate clients. I frequently present webinars and participate in corporate panel discussions on wellness and mental health topics. Prior to this job, I've worked in both nonprofit and corporate sectors, including mobile crisis teams, community mental health centers, developmental disability organizations, and crisis intervention services. Prior to joining Humana in 2011, I was the Director of Crisis and Behavioral Health Technology at Vibrant Mental Health (formerly the Mental Health Association of New York City), running New York City's primary crisis hotline as part of the National Suicide Prevention Lifeline.

Because of my wide range of experience, I believe that I am qualified to speak to the importance of the program and the quality of the proposed curriculum. My knowledge of the topic of mental health is informed by my work with clients of all ages and socioeconomic conditions, and all levels of psychopathology.

Lehman's plan to offer this degree as hybrid and on weekends will be attractive to learners who are seeking the opportunity to pursue education in mental health.

Increasingly, mental health counselors are expected to work with many different organizations in and around the Bronx. There is a great need for Spanish-speaking counselors, and counselors of color in the NYC metropolitan area, and Lehman students, with their diverse background, can help fill that need.

I believe that graduates of the program will be successfully prepared to address the mental health needs of urban and suburban communities like those in NYC and other large urban centers in the U.S.

I fully support and would even be willing to serve on an advisory board or participate as a guest speaker.

Sincerely,

Randy Martin, PhD
Lead, Product Manager | Employee Assistance Program
 Humana Wellness | EAP and Work-Life Services

Humana | 515 Madison Ave. 9th Floor | New York, NY 10022

T 917 286 4927

F 855 659 7964

rmartin15@humana.com



January 12, 2021

Laura A. Roberts, PhD.
Lehman College, CUNY
Counselor Education Program
250 Bedford Park Blvd West
B-19 Carman Hall
Bronx, NY 10468

Letter of Support for MS Degree in Clinical Mental Health Counseling

Dear Ms. Roberts,

It is my pleasure to write a letter in support of the proposal of the MS Degree in Clinical Mental Health Counseling by the Department of Counseling, Leadership, Literacy, and Special Education at Lehman College, CUNY.

I am the Talent & Culture Director at Children of Promise NYC where we provide holistic support services for children of incarcerated parents. Our mission is to break the cycle of intergenerational involvement in the criminal justice system. A large part of our success is due to our mental health wellness center where children and their families partake in individual and group therapy.

The proposed program is very critical because there is a shortage of opportunities for students to learn the necessary skills to support increasing MH issues in their communities. I hear from parents, clergy, and community leaders frequently about the devastating effects of inadequate training and resources.

Mental Health counselors who work in hospitals, community-based organizations, and schools are difficult to find in Bronx neighborhoods. As a result, some residents are choosing to ignore their psychosocial needs or give in to destructive behaviors such as crime and drug/alcohol abuse.

The uniqueness of the proposed program will attract a variety of students including career-changers and adult learners who may not be available during a typical school day. A hybrid program that runs on the weekend will accelerate learning and enable students to apply their learning in real-time at a great advantage to the populations they serve. My organization and many others are in great need of mental health counselors and offer opportunities for interns to gain experience on-site and remotely under proper supervision.

In conclusion, I fully support the efforts of the Counseling department to offer this MS Degree in Clinical Mental Health Counseling program. Its graduates will have an immeasurable positive impact on our community and country at large.

Sincerely,

J. Calvin Parsons, SHRM-SCP
Director, Talent & Culture
Children of Promise, NYC



Department of Health and Mental Hygiene | **Department of Education**

Scott Bloom, LCSW-R
 Director of School Mental Health Services
 Office of School Health
 +1 646-879-2671 tel
SBloom@health.nyc.gov
SBloom5@schools.nyc.gov

Office of School Health
Office of School Health
 30-30 47th Avenue, 7th floor
 Long Island City, NY
 11101

Dear Dr. Roberts:

I am pleased to write this letter of support for the new Master's Degree in Clinical Mental Health Counseling, which will be offered by Lehman College's School of Education. The proposed degree is a significant undertaking.

Health officials have identified mental health as a priority in the Bronx, particularly in areas underserved. However, due to a shortage of mental health professionals, it has been challenging to address this need. Also, COVID, which hit the Bronx especially hard, has led to increases in anxiety and depression in both children and adults as they navigate the many losses resulting from the pandemic.

Having been involved in school mental health for over 30 years as a clinician, supervisor, and currently overseeing the School Mental Health Program for the New York City Department of Education, the need for student services are even greater now during this acute trauma phase of the pandemic. Lehman College School of Education is meeting the need for a qualified, knowledgeable workforce to staff our school based programs and community agencies in the future by creating a Master's Degree program in Clinical Mental Health Counseling.

Lehman's School of Education is host to over 24 programs in education. Among these programs is a nationally accredited Counselor Education Program in School Counseling. Many of these programs include intensive clinical practice as part of the educational experience, which helped Lehman develop partnerships with over 200 schools and organizations in and around the NYC area. In the Bronx, there are close to 300 school-based mental health programs. Given the successful track record in establishing relationships, Lehman is well suited to take on this venture.

In addition to Lehman's reputation as an institution that provides quality education, this program's delivery is unique. Using a hybrid format will make it accessible to the Bronx community members, surrounding boroughs, lower Hudson Valley, New Jersey, and Connecticut. Considering that Lehman will offer the program on weekends, this program particularly appeals to adult students who tend to be working individuals, many with children/families.



I believe that this program will enhance its graduates' career options, providing employment opportunities in a variety of different settings, including school and community-based mental health clinics, hospitals, private practice, corporations, and many more. Further, considering that most Lehman students are Bronx residents, I suspect that many candidates will seek employment opportunities within communities, helping to address the gap in available mental health services.

Without reservation, I fully support the development of the Master's Degree Program in Clinical Mental health Counseling.

Sincerely,

A handwritten signature in black ink that reads "Scott Bloom". The signature is written in a cursive style with a long, sweeping underline.

Scott Bloom, LCSW-R
Director, School Mental He
New York City Department of Education



January 9, 2021

Dear Dr. Roberts:

I am writing this letter to offer my full support for the MS Degree in Clinical Mental Health Counseling. As a 2010 graduate of the Counselor Education: School Counseling Program at Lehman College, I began working as an Education Advocate supporting foster care students. It was evident that so many children suffered from trauma and other mental health issues, which significantly impacted their ability to progress academically. I observed many unfortunate outcomes of children whose mental health issues went untreated, including hospitalizations and incarceration. I felt that to provide my clients' services, it was critical to obtain a mental health counseling degree. I immediately thought of Lehman College. However, they did not have an advanced degree in mental health counseling. Therefore, I attended Alfred University downstate and acquired the educational requirements for licensure in mental health.

One of the most critical aspects of my education in mental health came from my internship. As an employee of a nonprofit, Rising Ground, I obtained my Internship hours and, ultimately, my license from working in Rising Ground's Family Clinic. Now, as a licensed mental health counselor, I continue to be employed at Rising Ground and currently hold the position of Director of Education and Advocacy, an agency-wide appointment. Further, I also maintain a private counseling practice in Westchester, where I work with a wide range of clients with various mental health issues. I am grateful for my decision to further my education in mental health counseling.

In addition to my clinical work, I am also working part-time as an instructor at Lehman, where I instruct and mentor students in counseling. Based on my students' feedback, there appears to be significant interest in pursuing a degree in mental health, particularly one that meets their professional and personal needs. The majority of my students at Lehman are Bronx natives and continue to live and serve within the Bronx community. Most, if not all, are employed full time, and many have family obligations.

Therefore, a program that is both affordable and accessible would be most desirable. The proposed program, which uses a hybrid format, will allow students to complete coursework at home and attend courses on weekends, close to where they live. Lehman students and members of the Bronx community could acquire an affordable degree that would allow them to continue serving the Bronx Community's needs where they live. This type of program would allow them to continue working and, in only two years, pursue next steps in acquiring licensure in mental

health. Careers in mental health are endless and range from working in hospitals, nonprofits, schools, large corporations, and private practice.

As you know, there is a great need now, more than ever, for Mental Health Counselors to provide support, particularly to those who need it the most. Based on my experience as a Lehman student and instructor and as a mental health professional I believe I am well informed about the student population and the profession's demands. Therefore, I fully support the proposed program. Further, given both the importance of clinical training and the tremendous need for mental health services, I welcome to opportunity to support interns from Lehman College in both the Bronx and lower Westchester communities.

Please let me know if you need any additional support.

Sincerely,

A handwritten signature in cursive script, appearing to read "Jennifer Annunziata".

Jennifer Annunziata, MS. Ed., LMHC
Director of Education and Advocacy
Rising Ground



Solomon M. Picou, LMHC
Office of the Personal Counseling
Loew Hall, Room 424
T: 718-289-5486 | F: 718-289-6414

Bronx Community College
of the City University of New York
2155 University Avenue
Bronx, New York, 10453

Greetings,

My name is Solomon Picou and I am a Licensed Mental Health Counselor at Bronx Community College's Office of Personal Counseling. I was recently made aware of the endeavor to create a Mental Health Counseling Masters program at Lehman College, which I find to be fantastic news.

The development of this program would be another step forward in ensuring that New York City residents and more likely, Bronx County residents receive equitable access to mental health care. As we been made all too aware of especially in the light of this pandemic, mental health care is a need and a priority. The development of this program and the professionals it would produce shall serve as a further source to bolster the numbers of and alleviate the over taxed mental health services in Bronx County, and by extension the greater New York area.

MHC program students will more than likely be Bronx county residents; students will be intimately familiar with the cultural and area concerns that are prevalent in our community and thus be more equipped to handle those challenges, than counselors that have been raised and/or educated in different locations. As it stands currently, the level of over extension of mental health services in the area is to not be understated. Current wait times to obtain mental health treatment can be as long as three months, which is entirely too long in the event of an emergency.

Being that the potential students of this program will more than likely be from the community, it is fair to state that they will also be faced with similar challenges of living within one of the most expensive cities in the world. As such, these students will be working to support themselves, their families, and building a better future for themselves. With this in mind I a happy to hear that this program will allow more flexibility than most, being that this program will have a hybrid option that can run on weekends in addition to a traditional model, and an accelerated mode that will allow students to complete in two years.

With all the aforementioned points in mind, my department and I would fit into this endeavor as eager recipients of trainees and interns. I believe my experience as an LMHC that has undergone the process of licensure and the challenges that it presents to be a not just valuable, but also more easily translatable than other mental health professions. Aside from completing hourly requirements necessary for their academic programs, Interns choosing to complete their placement at our department stand to gain a rich experience working with our professionally diverse staff and demographically diverse student population.

In addition to the plentiful opportunities for individual counseling experiences, Interns will have the opportunity to conduct counseling groups in topics of their choice by collaborating with one of the 60+ student clubs and organization on campus.

The profession of Licensed Mental Health Counselor has grown exponentially since I attained my degree over a decade ago. The profession has grown in national and professional recognition, and where there were obstacles and suspicion over an untested curriculum, there is now an appreciation and eagerness for what Mental Health Counselors bring to the table. This also evident by the strict accreditation processes in New York State, but also by other accrediting bodies such as the NBCC and CACREP. These

developments however don't consider possibly the biggest point of recognition by insurance panels, and their acceptance of Licensed Mental Health Counselors for compensation of services.

I'm sure it goes without saying, but please consider this letter to be a statement of support from myself and the Office of Personal Counseling at Bronx Community College. If there is anything else we can do to help you with the development of you program, please feel free to reach out.

Best Regards,

Solomon Picou LMHC,

And the Office of Personal Counseling at CUNY BCC

INTER  **CARE**
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Tel: 212-532-5804

Fax: 212-532-9225

To whom this may concern,

On behalf of Inter-Care Ltd., I am writing to express support for the Lehman College MS Degree in Clinical Mental Health Counseling.

As an addictions treatment facility, our team of mental health professionals' service individuals with substance use disorders, as well as concurring disorders. Over the years, the need for MHC professionals has been apparent. We believe that overall, the MHC program produces well-rounded professionals that are equipped to provide clinical services, and it is in our experience that MHC professionals are some of the best among clinical and mental health service providers.

Mental Health Counseling is a unique professional that has an impact on both the micro and macro levels. Whether individual counseling, group therapy, management, or policy work, the MHC program prepares its students to make an impact on the varying stages of clinical work.

Both of our treatment facilities (Manhattan and Westchester) are capable of interviewing and accepting MHC interns should they be fit for our program. We are excited to add Lehman College to our list of intern prospects.

Please do not hesitate to reach out with any questions.

We look forward to working together in the future.

Brittany Alfarano

Brittany Alfarano, LMSW
Program Director



Dear Dr. Roberts:

I am pleased to write this letter of support for the new Master's Degree in Clinical Mental Health Counseling, which will be offered by Lehman College's School of Education. The proposed degree is a timely and important addition to Lehman's education pathways.

The pandemic of 2020 has illustrated and exacerbated the existing disparities throughout our systems: health care, education, and the underlying structural racism which continues to impact service delivery and policy. Mental health, including quality care and access to care are high needs in the Bronx, and the rates of anxiety and depression continue to rise as communities grapple with overcoming the losses and impact of the pandemic.

As the Executive Director of a community-based organization working in the Bronx for over a decade, I have seen the difference that high-quality, culturally competent mental health services make for individual families and individuals. There is a strong need to expand the existing workforce with qualified individuals to increase the number of mental health professionals within our schools, afterschool programs, and community mental health services. Lehman is rising to the moment and building that workforce by creating a Master's Degree program in Clinical Mental Health Counseling.

Lehman's School of Education is host to over 24 programs in education. Among these programs is a nationally accredited Counselor Education Program in School Counseling. Many of these programs include intensive clinical practice as part of the educational experience, which helped Lehman develop partnerships with over 200 schools and organizations in and around the NYC area. In the Bronx, there are close to 300 school-based mental health programs. With this successful track record, Lehman is well suited to leverage these existing relationships to place its students with meaningful internship placements where students can both learn and serve the Bronx communities. My own organization is open to hosting interns within our supervision capacity.

I believe that this program will impact Bronx residents on two levels: providing accessible career development to many current human services employees – providing them a way to expand their impact and career through Lehman's unique choice to provide this program in a hybrid online/in-person manner and weekend classes. Secondly, as Lehman is a trusted education institution within CUNY and the Bronx, I expect many of the students will be Bronx-based, and continue their careers serving our Borough residents in need of support.

Without reservation, I fully support the development of the Master's Degree Program in Clinical Mental Health Counseling.

Sincerely,


 Jill Roche Gomez
 Executive Director
 Hunts Point Alliance for Children

Appendix E

Data on Faculty Members Directly Associated with Proposed Program

Director/ Core Faculty	FT/PT	Dept./ School	Sex M/F	Race/ Ethnicity	Articles/ Ref Journal past 5 years	Ext Research Support in Current 2019- 2020	Current # of advisees	# of Courses taught 20/21		% FTE Time to Proposed Program
								GR	UG	
Alyse Anekstein, Assistant Professor	FT	Edu	F	W	4		36			17-33%
Stuart Chen- Hayes, Professor	FT	Edu	M	W			36			17-33%
Faith Deveaux, Associate Professor	FT	Edu	F	W			0			17-33%
Laura Roberts, Associate Professor	FT	Edu	F	W	5		36	4		17-33%

APPENDIX F

Projected Five-Year Expenditures and Capital Expenses Table

	Year One	Year Two	Year Three	Year Four	Year Five
Direct Operating Expenses (Include additional expenses incurred by other programs when satisfying needs of new program):					
Current Full Time Faculty Replacement Costs (list separately)					
Current Full Time Faculty Overload (include summer)					
New Full Time Faculty Base Salary (list separately)	\$93,134	\$93,134	\$186,268	\$186,268	\$186,268
New Full Time Faculty Overload (include summer)					
New Faculty Re-assigned Time (list separately)					
Full Time Employee Fringe Benefits (51%)	\$47,498	\$47,498	\$94,997	\$94,997	\$94,997
Total (Links to Full-Time Faculty on New Resources Sheet)	\$140,632	\$140,632	\$281,265	\$281,265	\$281,265
Part Time Faculty Actual Salaries	\$21,987	\$53,586	\$61,836	\$103,046	\$103,046
Part Time Faculty Actual Fringe Benefits (13%)	\$2,858	\$6,966	\$8,039	\$13,396	\$13,396
Total (Links to Part-Time Faculty Program Exp. Worksheet)	\$24,845	\$60,552	\$69,875	\$116,442	\$116,442
Full Time Staff Base Salaries (list separately)	\$0	\$0	\$0	\$0	\$0
Full Time Staff Fringe Benefits (51%)	\$0	\$0	\$0	\$0	\$0
Total (Links to Full-Time Staff on Program Exp. Worksheet)	\$0	\$0	\$0	\$0	\$0
(DO NOT INCLUDE NEW LIBRARY STAFF IN THIS SECTION)					
Part Time Staff Base Salaries (list separately)					
Writing-Tutor Support (includes 2% increase)	\$0	\$0	\$0	\$0	\$0
Part Time Employee Fringe Benefits (10.0%)	\$0	\$0	\$0	\$0	\$0
Total (Links to Part-Time Staff on New Resources Worksheet)	\$0	\$0	\$0	\$0	\$0
LIBRARY	\$0	\$0	\$0	\$0	\$0
Library Resources	\$0	\$0	\$0	\$0	\$0
Library Staff Full Time (list separately)	\$0	\$0	\$0	\$0	\$0
Full Time Staff Fringe Benefits (33%)	\$0	\$0	\$0	\$0	\$0
Library Staff Part Time (list separately)	\$0	\$0	\$0	\$0	\$0
TOTAL (Links to Library on New Resources Worksheet)	\$0	\$0	\$0	\$0	\$0
EQUIPMENT	\$0	\$0	\$0	\$0	\$0
Computer Hardware	\$0	\$0	\$0	\$0	\$0
Office Furniture	\$0	\$0	\$0	\$0	\$0
Other (Specify)	\$0	\$0	\$0	\$0	\$0
Total (Links to Equipment on New Resources Worksheet)	\$0	\$0	\$0	\$0	\$0
LABORATORIES	\$0	\$0	\$0	\$0	\$0
Laboratory Equipment	\$0	\$0	\$0	\$0	\$0
Other (list separately)	\$0	\$0	\$0	\$0	\$0
TOTAL (Links to Laboratories on New Resources Worksheet)	\$0	\$0	\$0	\$0	\$0
SUPPLIES AND EXPENSES (OTPS)					
Consultants and Honoraria	\$0	\$0	\$0	\$0	\$0
Office Supplies ¹	\$500	\$500	\$500	\$500	\$500
Simulation Lab Supplies					
Faculty Development	\$1,100	\$1,100	\$1,100	\$1,100	\$1,100
Conferences/ Guest Speakers ²	\$0	\$0	\$0	\$0	\$0
Membership Fees ³					
Licenses					
Computer Lab Software / Materials					
Computer License Fees ⁴	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000
Computer Repair and Maintenance					
Equipment Repair and Maintenance					
New Total Supplies and OTPS Expenses (Links to Supplies on New Resources Worksheet)	\$2,600	\$2,600	\$2,600	\$2,600	\$2,600
CAPITAL EXPENDITURES	\$0	\$0	\$0	\$0	\$0
Facility Renovations	\$0	\$0	\$0	\$0	\$0
Classroom Equipment	\$0	\$0	\$0	\$0	\$0
Other (list separately) ⁵	\$1,750	\$1,250	\$1,250	\$1,000	\$750
Total (Links to Capital Expenditures on Prog. Exp. Worksheet)	\$0	\$0	\$0	\$0	\$0
Other (list separately)	\$0	\$0	\$0	\$0	\$0
TOTAL (Links to Other on Program Exp. Worksheet)	\$169,827	\$205,034	\$354,989	\$401,306	\$401,056

APPENDIX G

Projected Five-Year Revenue Table

SENIOR COLLEGE WORKSHEET	Year One	Year Two	Year Three	Year Four	Year Five
Tuition & Fees:					
<i>Existing Students are students currently enrolled in another program at your college, or students who would have enrolled in another program at your college, had the new program not been established.</i>					
Number of Majors (Enter # of EXISTING FULL-TIME In-State Students)					
Tuition Income (Specify Rate <u>per credit</u>) ¹ , calculates 2% increase per year	\$470	\$479	\$489	\$499	\$509
Total Tuition	\$0	\$0	\$0	\$0	\$0
Student Fees (enter ANNUAL program fees other than standard CUNY fees)					
Total Fees ²	\$0	\$0	\$0	\$0	\$0
Total Instate Tuition & Fees	\$0	\$0	\$0	\$0	\$0
Tuition & Fees:					
Number of Majors (Enter # of EXISTING FULL TIME Out of State Students)					
Tuition Income (Specify Rate <u>per credit</u>) ¹ , calculates 2% increase per year	\$855	\$872	\$890	\$907	\$925
Total Tuition	\$0	\$0	\$0	\$0	\$0
Student Fees (enter ANNUAL program fees other than standard CUNY fees)					
Total Fees ²	\$0	\$0	\$0	\$0	\$0
Total Out of State Tuition & Fees	\$0	\$0	\$0	\$0	\$0
TOTAL EXISTING FULL TIME TUITION REVENUE	\$0	\$0	\$0	\$0	\$0
	Year One	Year Two	Year Three	Year Four	Year Five
Tuition & Fees:					
Number of Majors (Enter # of EXISTING PART TIME In State Students)					
Total Enrolled Credits (Enter Avg # credits per student per year-Fall+Spring) i.e. 6 Fall, 6 Spring (no summer session)					
Tuition Income (Specify Rate <u>per credit</u>) ¹ , calculates 2% increase per year	\$470	\$479	\$489	\$499	\$509
Total Tuition	\$0	\$0	\$0	\$0	\$0
Student Fees (enter ANNUAL program fees other than standard CUNY fees)					
Total Fees	\$0	\$0	\$0	\$0	\$0
Total Instate Tuition & Fees	\$0	\$0	\$0	\$0	\$0
Tuition & Fees:					
Number of Majors (Enter # of EXISTING PART TIME Out of State Students)					
Total Enrolled Credits (Enter Avg # credits per student per year-Fall+Spring) i.e. 6 Fall, 6 Spring (no summer session)					
Tuition Income (Specify Rate <u>per credit</u>) ¹ , calculates 2% increase per year	\$855	\$872	\$890	\$907	\$925
Total Tuition	\$0	\$0	\$0	\$0	\$0
Student Fees (enter ANNUAL program fees other than standard CUNY fees)					
Total Fees	\$0	\$0	\$0	\$0	\$0
Total Out of State Tuition & Fees	\$0	\$0	\$0	\$0	\$0
TOTAL EXISTING PART TIME TUITION REVENUE	\$0	\$0	\$0	\$0	\$0
TOTAL EXISTING REVENUE	\$0	\$0	\$0	\$0	\$0

APPENDIX G
Projected Five-Year Revenue Table (continued)

	Year One	Year Two	Year Three	Year Four	Year Five
Tuition and Fees:					
<i>New Students are students who would NOT have enrolled in another program at your college, had the new program not been established.</i>					
Number of Majors (Enter # of NEW FULL TIME (9 credits) In-State Students)	20	38	58	76	76
Total Enrolled Credits (Enter Avg # credits per student per year-Fall+ Spring+ Summer) i.e. 7 Fall, 6 Spring, 9 Summer=22 YR1; 8 Fall, 6 Spring, 5 Summer=20 YR2; 2 Fall, 2 Spring, 2 Summer=6 YR3 ²	37	30	30	30	30
Tuition Income (per credit) calculates 2% increase per year	\$470	\$479	\$489	\$499	\$509
Total Tuition	\$347,800	\$546,516	\$850,839	\$1,137,190	\$1,159,934
Student Fees (enter ANNUAL program fees other than standard CUNY fees)	\$0	\$0	\$0	\$0	\$0
Total Fees	\$0	\$0	\$0	\$0	\$0
Total Instate Tuition & Fees	\$347,800	\$546,516	\$850,839	\$1,137,190	\$1,159,934
Tuition & Fees:					
Number of Majors (Enter # of EXISTING FULL TIME Out of State Students)	0	0	0	0	0
Total Enrolled Credits (Enter Avg # credits per student per year-Fall+ Spring+ Summer) i.e. 17 Fall, 13 Spring, 7 Summer=37 YR1; 10 Fall, 13 Spring, 0 Summer=23 YR2 ²	0	0	0	0	0
Tuition Income (Specify Rate per credit) ¹ , calculates 2% increase per year	\$855	\$872	\$890	\$907	\$925
Total Tuition	\$0	\$0	\$0	\$0	\$0
Student Fees (enter ANNUAL program fees other than standard CUNY fees)	\$0	\$0	\$0	\$0	\$0
Total Fees ²	\$0	\$0	\$0	\$0	\$0
Total Out of State Tuition & Fees	\$0	\$0	\$0	\$0	\$0
TOTAL NEW FULL TIME TUITION REVENUE	\$347,800	\$546,516	\$850,839	\$1,137,190	\$1,159,934

APPENDIX H

Curricula Vitae – External Evaluator

Heather C. Robertson, Ph.D.

(718) 990-2108

robertsh@stjohns.edu

1. Academic Degrees

Ph.D. in Counselor Education and Supervision (CACREP Program)
Virginia Polytechnic Institute & State University (Virginia Tech); Blacksburg, VA
Earned: May 2010

Master of Science in Counseling & Guidance
Texas A & M University at Corpus Christi, Corpus Christi, TX
Earned: 1996

Bachelor of Arts; Major: Policy Studies, Minor: Political Science
Syracuse University; Syracuse, NY
Earned: 1993

Post-graduate Coursework

Completed in support of licensure and certifications.

- Cazenovia College, 2017, Substance Abuse Counseling (3 credits)
- Long Island University, 2011, Clinical Mental Health Counseling (9 credits)
- SUNY New Paltz, 1998, Special Education (9 credits)

2. Professional Licenses and Certifications

- a. Licensed Mental Health Counselor (LMHC #008825-1); New York, Office of Professions
- b. Licensed Professional Counselor (LPC # 2576); Connecticut, Department of Public Health (CT-DPH)
- c. Credentialed Alcoholism and Substance Abuse Counselor (CASAC #33526), New York, Office of Alcoholism and Substance Abuse Services
- d. Nationally Certified Counselor (NCC #68400); National Board of Certified Counselors (NBCC)
- e. Certified Rehabilitation Counselor (CRC #00118246); Commission on Rehabilitation Counselor Certification (CRCC)
- f. Global Career Development Facilitator (GCDF #17521); Center for Credentialing and Education (CCE)
- g. Approved Clinical Supervisor (ACS #2231); Center for Credentialing and Education (CCE)
- h. Board Certified Telemental Health Provider (BC-TMH, #1298), former Distance Credentialed Counselor (DCC# 1856, exp.); Center for Credentialing and Education (CCE)
- i. New York State Certified School Counselor, Provisional Certificate (Certificate # 1515700, Control # 43586061), valid 2006-2013, expired

3. Grants (Funded)

- a. 2020. Association of Counselor Education and Supervision (ACES), Research Grant, “Technological Training Interventions to Increase Counselor Competence”
- b. 2018. North Atlantic Region Association of Counselor Education and Supervision (NARACES), Research Grant, “Practice and instruction of distance counseling: Educator, supervisor, and counselor perspectives,”
- c. 2017. Council on International Educational Exchange (CIEE) International Faculty Development Seminar (IFDS), Faculty Grant Recipient, St. John’s University; Seminar: *Portugal’s War on Drugs*, Lisbon, Portugal.
- d. 2017. National Career Development Association (NCDA); Leadership Academy Grant
- e. 2016. National Career Development Association (NCDA); State Career Development Grant for New York State Career Development Association (NYSCDA)
- f. 2016. St. John’s University; Faculty Growth Grant; Distance Certified Counselor Training
- g. 2014. North Atlantic Region Association of Counselor Educators and Supervisors (NARACES), Emerging Leaders, Travel Grant
- h. 2013. American Counseling Association (ACA), Institute for Leadership Training (ILT), Travel Grant

4. Publications

Books

Robertson, H. C. (in press). *Distance counseling and engaging in telemental health: A counselor’s guide to decisions, resources, and practice*. New York: Springer.

Manuscripts in Progress

Robertson, H. C., & Lowell, R. (2020). Counselor educator, supervisor, and practitioner perceptions of distance counseling and telemental health practice and training. *Manuscript submitted for review*.

Robertson, H. C. (2020). Help-seeking behavior among college student veterans: Examining veterans’ perceptions of seeking counseling. *Manuscript under development*.

Peer-Reviewed Publications

Invited publications are indicated with an asterisk ()*

Robertson, H. C., & Eschenauer, R. K. (2020). Veteran student perceptions of college-to-career transition. *College Student Affairs Journal*, 38(1), 53-64. ISSN 2381-2338 <https://muse.jhu.edu/article/754378>

- Keeling, M., Borah, E. V., Kintzle, S., Kleykamp, M., & Robertson, H. C. (2020). Spouses and partners transition too! A call to action for research investigating spouse/partner experiences and support needs during Military to Civilian Transition. *Journal of Family Social Work, 23*, 3-19. <https://doi.org/10.1080/10522158.2019.1652219>
- Robertson, H. C., & Hayden, S. C. (2018/2019). Serving all that served: Career development among at-risk veterans. *Career Development Network Journal, 34*(4), 54-65. ISSN 0736 1920. (formerly *Career Planning and Adult Development Journal*)
- Robertson, H. C., & Bethea, J. S. (2018/2019). Career challenges and opportunities for individuals with physical disabilities. *Career Development Network Journal, 34*(4), 41- 53. ISSN 0736 1920. (formerly *Career Planning and Adult Development Journal*)
- Hayden, S. C., Robertson, H. C., & Kennelly, E. (2018). Military culture in counselor education: Assessing educators' perceptions of inclusion. *The Journal of Counselor Preparation and Supervision, 10*(1). Retrieved from <https://repository.wcsu.edu/jcps/vol10/iss1/10>
- Robertson, H. C. (2016). Spirituality, substance use, and the military. *VISTAS*. In *Ideas and research you can use: VISTAS 2016*. Retrieved from <http://www.counseling.org/knowledge-center/vistas> *
- Robertson, H. C. (2016). Substance misuse and career development: Exploring the intersection of substance use disorder and career concepts. *Career Planning and Adult Development Journal, 32*(1). 32-42. ISSN: 0736-1920 *
- Robertson, H. C. (2015). Narrative and peer-to-peer approaches in counseling military and veterans: A review of current literature and practices. *Journal of Military and Government Counseling, 3*, 66-78. ISSN: 2165-7726
- Robertson, H. C., & Brott, P. E. (2014). Military veteran's midlife career transition and life satisfaction. *The Professional Counselor, 4*, 139-149.
- Robertson, H., Miles, R., & Mallen, M. (2014). Career transition and military veterans: An overview of literature from 2000 to 2013. *Career Planning and Adult Development Journal, 30*(3), 14-27. ISSN: 0736-1920 *
- Robertson, H. C. (2014). Life satisfaction of former-military second-career teachers. *Journal of the National Association of Alternative Certification, 9*, 3-13. Retrieved from <http://jnaac.com/index.php/test/article/view/122/78>

Robertson, H. C., & Brott, P. E. (2013). Male veterans' perceptions of midlife career transition and life satisfaction: A study of military men transitioning to teaching profession. *Adulthoodspan*, 12, 66-79.

Robertson, H. (2013). Support, income, and duration of military to civilian career transition.

Journal of Employment Counseling, 50, 26-33.

Trapani, S., Robertson, H., Gatteau, R., & Hopkins, E. (2012). Transfer advising and orientation at Stony Brook University: Best practices. *NACADA Monograph 24, Advising Transfer Students: strategies for today's realities and tomorrow's challenges, 2nd edition*.

Robertson, H., Trapani, S., & Hopkins, E. (2011). Advising and orienting transfer students:

A two-pronged approach to improving transitions. *Journal of College Orientation and Transition*, 19(1), 103-112.

Other Publications

Invited publications are indicated with an asterisk ()*

Robertson, H. C. (May 2018). Post-high school planning for graduates who are not college-bound. *Career Convergence*. Retrieved from https://aws4production.associationdatabase.com/aws/NCDA/pt/sd/news_article/165097/_PARENT/CC_layout_details>true *

Robertson, H. C. (March 2015). Comparing career transitions of midlife and college student veterans. *Career Convergence*. Retrieved from http://www.ncda.org/aws/NCDA/pt/sd/news_article/103241/_PARENT/layout_details_cc/false *

Robertson, H. (2013). Common crisis. *ASCA School Counselor*, March/April 2013, 41-45.

Buzetta, M., Miles, R., Robertson, H., & Schomaker, S. (2013). *NCDA Veteran's Task Force*

–*Research Committee: Bibliography of military career transition research, 2000 – present*. National Career Development Association (internet publication), http://www.ncda.org/aws/NCDA/asset_manager/get_file/65078 *

Robertson, H. (2002). Website review: U.S. Department of Labor Bureau of Labor Statistics.

Career Planning and Adult Development Journal, 18(2), 139-142. *

5. Media Appearances

2020, April 3. **Podcast.** Archdiocese of the Military, “Catholic Military Life” (<https://www.milarch.org/podcast/>). Interview: Addiction among Military Personnel. <https://soundcloud.com/catholicmilitarylife/dr-heather-c-robertson-on-addiction-among-military-personnel>

6. Peer-Reviewed Conference Presentations

National Career Development Association (NCDA), Virtual Career Practitioners Institute (CPI). November 2020.

Presentation: Career Development Competencies for working with Veterans: Development/Training Feedback Session (sponsored by NCDA Veterans Committee)

National Career Development Association (NCDA)

June 2020 – Minneapolis, MN (conference cancelled due to COVID-19)

Accepted Professional Development Institute (PDI; four-hour institute): Military Culture and Its Impact on Career Development

American Counseling Association (ACA)

April 2020 – San Diego, CA (conference cancelled due to COVID-19)

Accepted Presentation: Telemental Health and Distance Counseling in CACREP Programs

Association for Counselor Education & Supervision (ACES).

October 2019 – Seattle, WA

Presentation Title: Teaching Telemental Health and Distance Counseling in CACREP Counseling Programs

North Atlantic Region of the Association for Counselor Education & Supervision (NARACES). September 2018 – Burlington, VT

Presentation Title: Teaching Distance Counseling in CACREP Counseling Programs

North Atlantic Region of the Association for Counselor Education & Supervision (NARACES). September 2018 – Burlington, VT

Roundtable Title: Applying Distance Counseling Concepts to Distance Teaching Environments

National Career Development Association (NCDA) National Conference

June 2018 – Phoenix, AZ

Roundtable Title: Post-High School Planning for Students that are Not College-Bound

National Career Development Association (NCDA) National Conference

June 2018 – Phoenix, AZ

Roundtable Title: Substance Use Disorder and Career Development: Exploring Career Concepts and Substance Misuse

National Career Development Association (NCDA) National Conference

June 2018 – Phoenix, AZ

Presentation Title: Career Transition of Military College Students: Strengths, Barriers, and Satisfaction

Alcoholism and Substance Abuse Providers of New York State (NYASAP) 4th Annual Veterans Summit

May 2018 – Tarrytown, NY

*Presentation Title: Narrative and Peer-to-Peer Approaches in Counseling Military & Veterans *Co-presenter with Jessica Shuren, LCSW, Director, Outreach Recovery Center*

United Federation of Teachers (UFT) School Counselor Conference

March 2018 – New York, NY

Presentation: Post-High School Planning for Graduates that are Not College-Bound

Association for Counselor Education and Supervision (ACES)

October 2017 – Chicago, IL

Roundtable Title: Applying Distance Counseling Concepts to Distance Teaching Environments

North Atlantic Region of the Association for Counselor Education & Supervision (NARACES). September 2016 – Syracuse, NY

Presentation Title: Helping Students Prepare for the CPCE: A CSI program, faculty presentation and alumni panel

North Atlantic Region of the Association for Counselor Education & Supervision (NARACES). September 2016 – Syracuse, NY

Presentation Title: Counselor Educators' Perception of Military as a Culture and Focus in Counselor Training Programs

American Counseling Association (ACA) and the Canadian Counselling and Psychotherapy Association (CCPA) Conference

March 2016 – Montreal, Canada

Presentation Title: Spirituality, Substance Abuse, and Veterans

**Co-presenter with Seth C.W. Hayden, PhD, Assistant Professor, Wake Forest University*

American Counseling Association (ACA) and the Canadian Counselling and Psychotherapy Association (CCPA) Conference

March 2016 – Montreal, Canada

Presentation Title: Narrative & Peer-to-Peer Approaches in Counseling Military & Veterans

New York State School Counselors Association (NYSSCA) Annual Conference

November 2015 – Lake George, NY

Presentation Title: Post-Secondary Planning for Students that are Non-College Bound

**Lead presenter with graduate students from St. John's University School Counseling Program as co-presenters*

Association for Counselor Education & Supervision (ACES)

October 2015 – Philadelphia, PA

Poster Session Title: Preparing Counselors to Assist Military Service Members and Veterans

**Co-presenter with Seth C.W. Hayden, PhD, Assistant Professor, Wake Forest University*

American Mental Health Counseling Association (AMHCA) National Conference

July 2015 – Philadelphia, PA

Presentation Title: Narrative & Peer-to-Peer Approaches in Counseling Military & Veterans

National Career Development Association (NCDA) National Conference

July 2015 – Denver, CO

Presentation Title: Comparing Career Transitions of Midlife and College Student Veterans

North Atlantic Region of the Association for Counselor Education & Supervision (NARACES). September 2014 – Providence, RI

Presentation Title: Counselor Educators' Perception of Military as a Culture and Focus in Counselor Training Programs

New York State Career Development Association (NYSCDA) Conference

May 2014 – Buffalo, NY

Presentation Title: Comparing Career Transitions of Midlife and College Student Veterans

New York Mental Health Counselors Association (NYMHCA) Conference

April 2014 – Albany, NY

Presentation Title: Narrative Techniques in Counseling Military & Veterans

**Lead presenter with graduate students from St. John's University Clinical Mental Health Counseling Program as co-presenters*

American Counseling Association (ACA) Annual Conference

March 2014 – Honolulu, HI

Presentation Title: Creating Supportive Communities as a Means of Treatment for Military Members and Veterans

**Co-presenter with Seth C.W. Hayden, PhD, Assistant Professor, Wake Forest University*

Association for Humanistic Counseling (AHC) Annual Conference

June 2013 – New York, NY

Presentation Title: Narrative Techniques in Counseling Military & Veterans

Panelist: Specializing in Counseling: Navigating Career Opportunities (panelist)

New Jersey Counseling Association (NJCA) Annual Conference

April 2013 – Middletown, NJ

Presentation Title: Midlife Career Transition and Life Satisfaction for Military Veterans Transitioning to Civilian Employment
**Lead presenter with graduate student from St. John's University Clinical Mental Health Counseling Program as co-presenter*

American Counseling Association (ACA) Annual Conference
 March 2013 – Cincinnati, OH
Presentation Title: Midlife Career Transition and Life Satisfaction for Military Veterans Transitioning to Civilian Employment

National Career Development Association (NCDA) National Conference
 June 2012 – Atlanta, GA
Presentation Title: Male Veterans' Perceptions of Career Transition and Life Satisfaction

National Career Development Association (NCDA) National Conference
 July 2011 – San Antonio, Texas
Presentation Title: Career Transition, Life Satisfaction, and Military Members

National Orientation Directors Association (NODA) Annual Conference
 November 2009 - Anaheim, CA
Presentation Title: Accountability & Innovation in State-Mandated Orientation Programs

Region 9 National Orientation Directors Association (NODA) Annual Conference
 March 2010 - Ithaca, NY
Presentation Title: Accountability & Innovation in State-Mandated Orientation Programs

National Orientation Directors Association (NODA) Annual Conference
 November 2008 – Boston, MA
Presentation Title: Issues Impacting Student Leader Termination

Region 8/9 National Orientation Directors Association (NODA) Conference
 March 2009 – Cherry Hill, NJ
Presentation Title: Issues Impacting Student Leader Termination

National Career Development Association (NCDA) Annual Conference
 June 2005 – Orlando, FL
Presentation Title: Midlife Career Transition: More than a Career Crisis

National Career Development Association (NCDA) Annual Conference
 June 2005 – Orlando, FL
Presentation Title: Military to Civilian Career Transition

Virginia Counselors Association (VCA) Annual Conference
 November 2005 – Portsmouth, VA

Presentation Title: Midlife Career Transition: More than a Career Crisis

Virginia Counselors Association (VCA) Annual Conference
November 2005 – Portsmouth, VA

Presentation Title: Military to Civilian Career Transition

Virginia Counselors Association (VCA) Annual Conference
November 2003 – Williamsburg, VA

Presentation Title: Counseling Military Populations

7. Invited Presentations

St. John's University, Jamaica, NY. (2020, October 27). School of Education.

Presentation: Reentering schools in the midst of trauma during a pandemic. *Co-presenter with Dr. Gina Cicco; Associate Professor, St. John's University

St. John's University. (2019, November 2). School of Education Conference: Trauma-Informed Teaching: Critical Approaches to Working with Students in K-12 Classrooms. **Presentation:** *Impact of Trauma on Child and Adolescent Development.*

St. John's University. (2019, May 6). 10th Annual Center for Latin American and Caribbean Studies (CLAS) Interdisciplinary Symposium on Migration; Migration and the Politicization of Human Rights: The fate of the (un)wanted." **Panel Presentation, Trauma Without Borders: Teacher preparation, classroom strategies, and Interventions.** *Panelist with Yvonne Pratt-Johnson, Ed.D, Interim Dean of the School of Education, and Seung Eun McDevitt, Ed.D. Assistant Professor, Department of Education Specialties.

New York State Career Development Association (NYSCDA). (2018, December 19). Professional Development **Webinar:** *Opioids in the Workplace*

CEU Onestop. (2018, December 5). **Webinar:** *Substance Use Disorder and Career Development: Exploring Career Concepts and Substance Misuse*

St. John's University, Jamaica, NY. (2018, June 28). Catholic School Principals Institute. **Presentation:** *The Social and Emotional Impact of Social Technology in Schools.*

*Co-presenter with Dr. Gina Cicco; Associate Professor, St. John's University

New York State Career Development Association (NYSCDA) Professional Development

March 2018. **Webinar:** *Post-High School Planning for Graduates that are Not College-Bound.*

University of Southern California, Los Angeles, CA. (2018, February 8 & 9). USC Center for Innovation and Research on Veterans & Military Families, 2018 Military Transition Research Summit. **Research Presentation and Panelist:** *Psychosocial and Environmental Factors Impacting Military Career Transition and Financial Stability*

St. John's University, Jamaica, NY. (2017, October). **Center for Teaching and Learning Panelist:** *Lessons from Abroad: Integrating Global Themes into the Classroom as CIEE IFDS 2017 Alumni*

Molloy College, Rockville Center. (2017, July). **Guest Lecturer** in MHC 522 (Social and Cultural Aspects of Counseling): *Counseling Persons with disAbilities*

St. John's University, Jamaica, NY. (2017, May). School of Education Graduate Commencement, **Faculty Keynote Speaker**

St. John's University, Jamaica, NY. (2017, March). Center for Teaching and Learning **Panelist:** *Faculty Growth Grants Recipients*

St. John's University, Jamaica, NY. (2015, 2016, 2017, & 2018). Bi-annual **Guest Lecturer** in EDU 3011: *Critical incidents in the classroom: Writing, responding, and resources.*

St. John's University, Jamaica, NY. (2015, October). **Workshop Facilitator:** *Suicide Prevention Workshop for Pre-service Teachers*

American Counseling Association of New York (ACA-NY) Grassroots Advocacy Workshop

June 2014 – Albany, NY

Presentation Title: Best Practices for Working with Legislators and Representatives
*Lead presenter with other members of ACA-NY Leadership Team as co-presenters

CUNY Hunter College, New York, NY. (2014, May). Chi Sigma Iota Induction Ceremony, **Keynote Speaker**

8. University Teaching Experience

September 2011 to present

Associate Professor, Counselor Education, tenured (2017 – Present)

Assistant Professor, Counselor Education, pre-tenure (2011-2017)

St. John's University, Queens, NY

Courses Taught via in-person, online synchronous, and online asynchronous formats:

EDU 6127 – Introduction to Counseling

EDU 6205 – Group Dynamics

EDU 6207 – Developmental Counseling

EDU 6264 – Counseling Skills & Techniques

EDU 6270 – Case Conceptualization, Treatment Planning, & Pharmacology

EDU 6301 – Career Development

EDU 6364 – Counseling for Substance Use Disorders

EDU 6651 – Foundations of Mental Health Counseling

EDU 6310 – Practicum in Clinical Mental Health Counseling

EDU 6311 – Internship I in Clinical Mental Health Counseling

EDU 6312 – Internship II in Clinical Mental Health Counseling

EDU 6305 – Practicum in School Counseling
 EDU 6590 – Internship I in School Counseling
 EDU 6591 – Internship II in School Counseling

Spring 2011, **Adjunct Faculty**

St. John's University, Queens, NY

EDU 6591 – Internship II in School Counseling

Summer 2010 - Spring 2011, **Adjunct Faculty**

University of Bridgeport, Bridgeport CT

COUN 510 – Counselor as Professional (Summer 2010)

COUN 630 – Clinical Skills for Mental Health Counseling (Fall 2010)

COUN 560 – Human Growth & Development (distance learning format) (Spring 2011)

November 2010, **Guest Lecturer**

Hofstra University, Hempstead, NY

COUN 230, Advanced Counseling Strategies & Skills (Lecture: Counseling Military Populations)

Fall 2006 to Fall 2010, **Instructor**

Stony Brook University, Stony Brook, NY

LDS 101 – Leadership and Service First-Year Seminar

HDV 101 – Human Development First-Year Seminar

SBU 101/ADV 101 – Transfer Student Seminar

Summer 2004, **Adjunct Faculty**

Old Dominion University; Military Programs/Fort Belvoir Campus

ESSE 513 – Human Growth & Development

Fall 2002 - Summer 2004

Virginia Tech (NoVA Campus), Falls Church, VA

Instructor (Doctoral Teaching Intern)

EDCO 6526 – Career Counseling and Information Systems (distance learning format)

Guest Lecturer

EDCO 5224 – Multicultural Counseling (Lecture: Counseling Military Populations)

EDCO 6534 – DSM Applications in Counseling (Lecture: Somatoform & Factitious Disorders)

Spring 2000 - Fall 2001

Trinity College, Washington DC

Instructor

INT 100, Academic Success Seminar

Guest Lecturer

COUN 538: Career and Lifestyle Development (Lecture: Introduction to the MBTI)

EDUC 588: Teaching Practicum and Seminar (Lecture: Introduction to the MBTI)

EDUC 520: Foundations of Education (Lecture: Professional Portfolios)

SOC 460: Senior Seminar in Sociology (Lecture: Applying to and Deciding on Graduate Schools)

9. Awards/Honors/Scholarships

- a. 2020. St. John's University; School of Education; Faculty Recognition **Award**
- b. 2019. St. John's University; School of Education; Faculty Recognition **Award**
- c. 2018. National Board of Certified Counselors (NBCC); NBCC Foundation Global Career Development Facilitator (GCDF) **Scholarship**
- d. 2018. St. John's University; School of Education; Faculty Recognition **Award**
- e. 2018. St. John's University; Sigma Tau Upsilon Chapter of Chi Sigma Iota; Program Dedication and Student Inspiration **Award**
- f. 2017. St. John's University; Vincentian Research **Fellow**
- g. 2017. St. John's University; School of Education; Dr. John W. Dobbins Professor of the Year **Award**
- h. 2016. St. John's University; School of Education; Faculty Recognition **Award**
- i. 2014. New York State Career Development Association (NYSCDA), Early Career Professional **Award**
- j. 2013. St. John's University; School of Education; Faculty Recognition **Award**
- k. 2011. University Scholars **Honorary Inductee**; Stony Brook University
- l. 2005. Hoppock **Scholarship** recipient, Virginia Tech
- m. 2002-2006. Graduate **Assistantship**, Virginia Tech; Counselor Education Department

10. Professional Association Memberships

Current Memberships

- American Counseling Association (ACA)
 - American Counseling Association of New York (ACA-NY)
- National Career Development Association (NCDA)
 - New York State Career Development Association (NYSDCA)
- Association for Counselor Education and Supervision (ACES)
 - North Atlantic Region of the Association for Counselor Education and Supervision (NARACES)

Former Memberships

- American Rehabilitation Counselors Association (ARCA)
- Military and Government Counselors Association (MGCA) [formerly Association for Counselors and Educators in Government (ACEG)]
- NAADAC, The Association for Addiction Professionals
- American Mental Health Counselors Association (AMHCA)
 - New York Mental Health Counselors Association (NYMHCA)

11. Service to the Profession

Leadership/Committee Member

American Counseling Association of New York (ACA-NY)

- Website Editor, 2015 - 2016
- Past-President, 2014-2015

- President, 2013-2014
- President-Elect, 2012-2013
- Downstate New York Regional Representative, 2011-2012

National Career Development Association (NCDA)

- Leadership Academy, Member, 2018-2019
- Veterans Committee and Veterans Research Subcommittee, 2011 to present

New York State Career Development Association (NYSCDA)

- Past-President, 2018-2020
- President, 2016-2018
- Recording and Records Management Officer, 2014-2016
- Support Team: Newsletter Editor, 2013 to 2014

Association of Counselor Education and Supervision (ACES)

- North Atlantic Region (NAR) Conference Planning Committee, CSI Program Co-Chair, 2019-2020
- National Conference Planning Committee, Conference Evaluation and Continuing Education Chair, 2014 – 2015
- NARACES Emerging Leaders Program, 2013

National Orientation Directors Association (NODA)

- Downstate New York Regional Representative (appointed position), 2008 to 2011
- Region 8 and Region 9 Conference Host, 2009

Virginia Career Development Association (VCDA)

- Communications Chair & Newsletter Editor, 2002 – 2004

Journal Editor

Career Development Network Journal, Special Edition: **Career Development with Marginalized and At-Risk Populations, Part I: Winter 2018/2019**

Guest Editors **Heather Robertson** and **Sharon Givens**

Vol 34, No 4

Career Development Network Journal, Special Edition **Career Development with Marginalized and At-Risk Populations, Part II: Spring 2019**

Guest Editors **Heather Robertson** and **Sharon Givens**

Vol 35, No 1

Manuscript Reviewer

April 2018. Reviewer for the *Cultural Diversity and Ethnic Minority Psychology* (APA journal, acceptance rate 24%). Reviewed manuscript #CDP-2018-1440.

December 2017. Reviewer for the *Journal of Counselor Preparation and Supervision*. Reviewed manuscript #MS1296.

October 2015. Reviewer for the *Journal of Career Development*. Reviewed manuscript #JCD-2015-0138.

October 2014, Reviewer for the *Journal of Career Development*. Reviewed manuscript #JCD-2014-0159.

May 2014. Reviewer for *Aging and Mental Health*. Reviewed manuscript # CAMH-2014-0217.

November 2013 & April 2014. Reviewer for the *Journal of Career Development*. Reviewed manuscript #JCD-2013-0142

June 2013. Reviewer for the *Journal of Career Development* (acceptance rate 25%). Reviewed manuscript #JCD-2013-0058.

Book/Book Proposal Reviewer

April 2020. Reviewer for book proposal for A. Puig's *Introduction to counseling: An emancipatory, integrative and practical approach*. Springer Publications.

April 2017. Book reviewer for J. Watson's *Introduction to clinical mental health counseling*. Sage Publications.

February 2016. Book reviewer for P. Manzi's *From the needle to the grave*.

Program Reviewer

American Educational Research Association (AERA)

- Peer Reviewer for 2018 Annual Meeting Submissions (2017), Division E – Counseling and Human Development

American Counseling Association (ACA)

- Peer Reviewer for 2018 Annual Conference Submissions (2017)

Pro Bono Supervision

- 2020, April – August. Distance Supervision, New York State Office of Mental Health (OMH) Pandemic Response Team, Emotional Support Hotline Practicum, Albany, NY
- 2018 – 2020, Distance Supervision, National Certified Counselor credential, Career Counselor employed at U.S. Military Academy, West Point, NY

Doctoral Committee Member

- 2018-2019, Jean Peden Christodoulou; Hofstra University, Dissertation Title: Collaborative Tensions in Academic and Student Affairs Partnerships (external reviewer)

12. University Service

Service to the University

- Equity and Inclusion Council, Committee Member, (2018 – present)
- Inclusive Teaching and Learning Subcommittee, Academic Center for Equity and Inclusivity, Chair, (ACEI) (2018 – present)
- Academic Center for Equity and Inclusivity (ACEI), Committee Member, (2017 – present)
- Founders Day Committee, Committee Member, (2017 – 2019)
- University Personnel Committee (UPC; Promotion & Tenure Board, Committee Member,) (2017 - 2019)
- Public Safety Advisory Committee, Committee Member, (2017 – 2018, 2019-2020)
- SJUOK? Suicide Prevention Walk Planning Committee , Committee Member, (2016 – 2019)
- Attendee, Graduation. (2012 - Present)
- Attendee, Convocation. (2011 - Present)

Service to the College

- Committee Member, Budget Committee. (2015 - Present)
- Committee Member, School Policy. (2015 - Present)

Service to the Department (also see Higher Ed Administration Experience)

- Coordinator, Counselor Education New Student Orientation. (2013 - Present)
- Committee Member, Admissions and Academic Standing Committee. (2015 - Present).
- Committee Member, Curriculum Committee (2017 – present)
- Committee Member, Graduate Education Policy Committee. (2015 - 2017)
- Committee Member, Personnel and Budget. (2015 - 2017)

13. Professional Development Training

- NARCAN Administration Training (2019, 2016)
- Global Career Development Facilitator (GCDF) Training, (2019, online training course)
- Becoming a Successful Leader (Inclusive Leadership Training), CatlystX/edX (2019, online training course)
- Leading with Effective Communication, (Inclusive Leadership Training), CatlystX/edX (2019, online training course)
- Screening Brief Intervention and Referral to Treatment (SBIRT) Certificate of Completion (2018), Center for Practice Innovations at Columbia Psychiatry, New York State Psychiatric Institute
- Psychological First Aid (PFA) Certificate of Completion (2018), University of Minnesota, School of Public Health, Center for Public Health, Education, & Outreach
- Distance Certified Counselor (DCC) Training (2016, online training course)
- Myers Briggs Type Indicator (MBTI) qualified administrator and interpreter. (2000) Type-Resources, Washington, DC

14. Research

St. John's University

Current Ongoing Research:

- *Telemental Health and Distance Counseling*
- *Teaching distance counseling in Counselor Education programs*
- *Military to Civilian Career Transition for Student Veterans*
- *Substance abuse, spirituality, and military veterans*

Research Agenda

- *Unemployment and individual wellness*
- *Career planning for non-college-bound high school graduates*
- *Help-seeking behavior*
- *Case study approach to gate-keeping*
- *Expanding supervision training for professional counselors*

Virginia Tech – completed 2010

Dissertation: Life satisfaction among midlife career changers: A study of military members transitioning to teaching

Texas A & M University at Corpus Christi - Spring 1996

Portfolio Project: Counseling Topics & Techniques in Adolescent Addiction and Rehabilitation

Syracuse University - Spring 1993

Senior Seminar Topic: Recidivism Rates among Adolescent Offenders

15. Student Advisor Positions

2011 to present

Clinical Mental Health Counseling Program Advisor

St. John's University, Queens, NY

2012 to present

Chapter Advisor, Sigma Tau Upsilon Chapter of Chi Sigma Iota (counseling honor society)

St. John's University, Queens, NY

2012 - Present

Faculty Advisor/Liaison, National Board of Certified Counselors (NBCC)/National Counselor Exam (NCE) Graduate Student Option.

2010 – 2011

Chapter Advisor, National Society of Collegiate Scholars

Stony Brook University, Stony Brook, NY

16. Higher Education Administration Experience

11/2013 to present

Program Coordinator, Clinical Mental Health Counseling program*St. John's University, Queens, NY*

04/2018 – 08/2018 and 12/2016 – 01/2017

Acting Chair, Counselor Education Department*St. John's University, Queens, NY*

Assumed all duties of the chair during two separate periods due to medical absence of chair, in addition to traditional roles as faculty member and program coordinator

03/2006 – 7/2011

Director of Student Orientation & Family Programs*Stony Brook University; Stony Brook, NY*

03/2004-6/2005

Director of Graduate Career Services, Kogod School of Business*American University, Washington D.C.*

10/2001-08/2003

Regional Director of Military Career Transition Programs, Northern VA, and Program Advisor, Fort Myer/Pentagon, Military Career Transition Program*Old Dominion University, Norfolk VA*

12/1999-10/2001

Director of Career Services*Trinity College, Washington D.C.*17. **Consultant Projects**

- 2018 - 2019. Yellow Ribbon Reintegration Project (YRRP), Penn State University; Contracted to evaluate Vocational/Employment Curriculum
- 2013. St. Mary Gate of Heaven School, Ozone Park, Queens, NY; Staff Development Survey and Teambuilding Consultation

18. **Pro Bono Practice**

- 2013 – 2014, Volunteer Career Counselor, Suffolk County United Veterans, Vets Place Emergency Shelter; Yaphank, NY
- 2000-2001, Volunteer Career Counselor, College Information Center, Washington D.C.

19. **Other Counseling/Employment Experience**

- 2018 – Present. Career and Employment Options Inc. (CEO); Hauppauge, NY; Career Consultant/Leadership & Training Coordinator
- 2017 – 2018. Outreach Recovery Center (formerly Phoenix House), Women's Caseload, Brentwood, NY; Substance Abuse Counselor (part time/hourly)

- 2014 – 2017. Phoenix House; Military Services Program, Brentwood, NY; Substance Abuse Counselor (part time/hourly)
- 2013. Clubhouse of Suffolk, Inc., Ronkonkoma, NY; Mental Health/Rehabilitation Counselor Intern
- 2012. Suffolk County Probation; Hauppauge, NY; Mental Health Counselor Intern
- 2003. Bull Run Middle School, Manassas, VA; School Counselor Intern
- 2003. Woodson High School, Fairfax, VA; School Counselor Intern
- **1996 – 1999. Fleet Bank, Kingston NY; Trainer II/Trainer III**
- 1996. Nueces County MHMR, Corpus Christi, TX; Practicum Counselor Intern
- 1995 – 1996. Careers Incorporated, Corpus Christi, TX; Employment Supervisor
- 1994 – 1995. United Cerebral Palsy, Pensacola, FL; Employment Training Specialist
- 1993. Crowley High School, Crowley, LA; Special Education Teacher

APPENDIX I

External Evaluation Report



THE STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE STATE OF NEW YORK / ALBANY,

Office of College and University Evaluation

Evaluation Report Form for Program Proposals

Please refer to the Department's [guidance on external reviews](#) for information about when external reviews are required and the selection of external reviewers.

Institution:	Lehman College CUNY
Program title:	Clinical Mental Health Counseling (CMHC)
Degree:	Master of Science
Date of evaluation:	February 1, 2021
External Reviewer Name <i>(please print)</i> :	Heather C. Robertson, Ph.D.
External Reviewer Title and Institution:	Associate Professor, Counselor Education; CMHC Program Coordinator; St. John's University
External Reviewer Signature:	<i>Heather C. Robertson</i>

I. Program

1. Assess program purpose, structure, and requirements as well as formal mechanisms for program administration and monitoring.

The proposed Lehman College CMHC M.S. program is a well-organized and sound academic program aimed at meeting a unique need in the region (see item #2). The proposed program adequately incorporates all NYS state licensure educational requirements for mental health counseling, while also aligning itself with CACREP requirements for future evaluation and accreditation. The proposal identifies a program coordinator on page 28, and it should be noted that CACREP accreditation will require that this individual receive either a stipend or course reduction for service which was not explicitly noted in the proposal. The proposed program's use of existing school counseling courses and faculty for portions of the CMHC program is a financially feasible use of campus resources and expertise to deliver this new program.

2. Comment on the special focus of this program, if any, as it relates to the discipline.

The proposed program has a variety of features and foci which differentiate the program from those presently offered in the region.

- 1) Delivery. Specifically, the programs use of weekend, hybrid, and asynchronous delivery systems creates flexible learning options for prospective students who do not want a fully online program yet who are unable to commit to 100% in-person delivery.
- 2) Population. The weekend, hybrid, and online learning model fully supports its intended population of working adults, being sensitive to the struggle of trying to manage classes after a full day of work.
- 3) Admissions Criteria. Unlike many CMHC programs, the proposed program does not limit applicants to those from Psychology backgrounds, which opens the door to a more diverse

candidate pool in relation to academic interests and talents. The ability to consider graduate students who have backgrounds in business or the arts creates a varied candidate pool and eliminates unnecessary (and costly) pre-requisite obstacles for students.

4) Location and partnerships. The proposal outlines the present need in the Bronx region, particularly following COVID 19, for mental health support services. Partnerships with Bronx area hospitals and mental health community providers appear to support the proposal's plan to educate mental health providers to meet the needs of the region.

5) Affordability. CUNY programs offer affordable education to a wide range of students. A CUNY program that aspires to attain CACREP accreditation for the CMHC program is highly valued.

6) Theme. The program's theme "Advocacy and Leadership for Equity in Mental Health Counseling" is woven throughout the program, in both the seminars and specializations, including bilingual migrants and immigrants, children and adolescents, couples and families, intersectional identities, and trauma. These themes again appear in the curriculum with seminars focusing on anti-oppression, antiracism, disability, neurodiversity, and other areas that encompass advocacy and leadership toward equity in mental health counseling.

3. Comment on the plans and expectations for continuing program development and self-assessment.

The proposal outlines solid plans for evaluation using multiple performance indicators. This detailed assessment plan including, collecting data in Taskstream and Google drive, will allow the program to measure progress over time and re-evaluate program needs. The use of course evaluations, student satisfaction surveys, GPA and exit surveys represent diverse measurements of program performance. Plans for both full time and part time faculty evaluation are also included. The development of a robust assessment plan will assist the program in pursuing CACREP accreditation in the future, however the program may wish to consider feedback from alumni, employers, and internship site supervisors to enhance their continued program development.

4. Assess available support from related programs

The proposal includes a robust listing of support programs available to students who enroll, as well as state of the art technology and facilities. The proposal identifies a multitude of services including technology, library resources, academic advising, career counseling, and tutoring. In addition, the proposal states that up to 12 credits of graduate coursework may be awarded from other institutions (or accepted at other institutions), which is generous and unique, since many graduate programs only accept up to six credits at the graduate level.

5. What is the evidence of need and demand for the program locally, in the State, and in the field at large? What is the extent of occupational demand for graduates? What is the evidence that demand will continue?

There are currently multiple programs in CMHC in NYS and the NYC metro region. However, the proposed program is unique in the areas mentioned in item #2, including Delivery, Population, Admissions, Location, Affordability, and Theme. The proposal outlines the specific need in the Bronx region, particularly following COVID, including issues of racial and economic disparities. Addressing these needs not only aligns with Lehman College's overall mission, but with the proposal's theme of equity and access to mental health care. In addition, the large number of mental health-oriented facilities in the Bronx region including hospitals (e.g. Montefiore, Calvary, etc.) and agencies (e.g. Gateway, PAC) provide field placement opportunities in which interns support the community.

The proposal includes information on job growth within mental health counseling which is

supported by national data from the O*Net/BLS indicating mental health counselors as a “Bright Outlook” career with a much faster than average projected growth between 2019-2019 (<https://www.onetonline.org/link/summary/21-1014.00>). New York data is even greater with a projected growth of 31% between 2018-2028 compared to 25% growth nationwide (<https://www.onetonline.org/link/localtrends/21-1014.00?st=NY&g=Go>).

II. Faculty
6. Evaluate the faculty, individually and collectively, in regard to training, experience, research and publication, professional service, and recognition in the field.
The fulltime faculty outlined in the proposal seem prepared for Clinical Mental Health Counseling instruction based on their clinical experiences and scholarship. Several faculty members' backgrounds in psychology may lend themselves to specific areas of clinical instruction such as psychopathology or treatment planning, however it will be crucial for faculty to teach from the lens of a professional counselor identity. Professional counseling licensure and certification are only displayed on two of the four fulltime faculty vitae, which leads to evaluator's comments on the importance of instruction focused on clinical mental health counselor identity.
7. Assess the faculty in terms of size and qualifications. What are plans for future staffing?
Currently four fulltime faculty support the School Counseling program. It is unclear how large the School Counseling program at Lehman is, and if the CMHC cohort would be equal, smaller, or larger in relation to that cohort. Thus, it is unclear as to if the proposed one faculty member would be sufficient to meet the needs of the program, or to what extent demands on existing courses would expand and would increase demand on existing faculty. It is possible that with adequate support from adjunct and support faculty, the addition of one faculty member would be sufficient to meet the needs of this emerging program.
8. Evaluate credentials and involvement of adjunct and support faculty.
Vitae from adjunct faculty and support faculty provide a vibrant and varied professional lens to the instruction of the proposed program. The professional backgrounds of these adjunct instructors bring an on-the-ground view to the work of a professional counselor in multiple settings including private practice, schools, colleges, and agencies. In addition, their clinical experiences appear to support a wide variety of clients and students including at-risk, multicultural, and bilingual populations which supports the overall theme of the proposed program.
III. Resources
9. Comment on the adequacy of physical resources and facilities, e.g., library, computer, and laboratory facilities; practica and internship sites; and support services for the program, including use of resources outside the institution.
As stated in item 4, the proposal outlines a rich, diverse listing of support programs available to students who enroll including technology, library resources, academic advising, career counseling, and tutoring. The proposal did not identify community internship sites but did specify that practica and internship placements could be supported by the institution through community relationships. There are ample mental health and substance use treatment facilities in the Bronx to support field placements including Montefiore, Calvary, Vertex, PAC, Bronx Mental Health Clinic, and others.
10. What is the institution's commitment to the program as demonstrated by the operating budget, faculty salaries, and the number of faculty lines relative to student numbers and workload.

Budget tables, expenditures, and projected revenues appear to have been designed with care and attention. A reasonable cohort size was selected, a plan for waitlisted students was included, and attrition rates were included in projections and budget outlines. Fulltime and adjunct faculty rates of pay remained consistent throughout the five-year projections, as did tuition costs, so changes to these rates would warrant adjustment to the overall budget projection.

IV. Summary Comments and Additional Observations

11. Summarize the major strengths and weaknesses of the program as proposed with particular attention to feasibility of implementation and appropriateness of objectives for the degree offered. Include any further observations important to the evaluation of this program proposal and provide any recommendations for the proposed program.

The major strengths of the program are the six areas mentioned under item #2 which make the proposed CMHC program unique to other programs in the state or the region, specifically: Delivery, Population, Admissions, Affordability, Location, and Theme. Specifically, the theme of "Advocacy and Leadership for Equity in Mental Health Counseling" is intertwined throughout the curriculum to create culturally aware and clinically competent mental health counselors.

Other strengths of the program are the comprehensive and current syllabi developed for new courses within the program. The syllabi utilize relevant and timely readings, as well as descriptions and rubrics to support the student's learning. One potential concern is that for Internship 1 and 2, there are assignments which require the student to videotape client/counselor interactions. The evaluator has found that, unlike school settings, many adult mental health facilities will not approve audio or video recordings, even with client consent, thus the program may wish to develop an alternative assignment should the student be unable to obtain a recording.

No significant weaknesses or deficits were noted in the program. Two areas of caution include (1) re-evaluating the need for only one new faculty member based on existing programs and increased demand on faculty workload, and (2) ensuring emphasis on a counselor identity, specifically mental health counseling and licensure requirements, during instructional delivery. Two recommendations would be to (1) include alumni, site supervisor, and employer feedback in the program's assessment plan, and (2) consider alternatives to video/audio tape assignments during field work.

APPENDIX J
External Reviewer Conflict of Interest Form



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

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Heath C. Roberts

APPENDIX K College Response to External Evaluation

After carefully reviewing Dr. Robertson's evaluation reports, the following are the ways that we addressed their suggestions organized by each major section of her report:

I. Program

Comment: The proposal identifies a program coordinator on page 28, and it should be noted that CACREP accreditation will require that this individual receive either a stipend or course reduction for service which was not explicitly noted in the proposal. The proposed program's use of existing school counseling courses and faculty for portions of the CMHC program is a financially feasible use of campus resources and expertise to deliver this new program.

Response: In consideration of time commitment associated with the program's start-up along with tending to program coordination tasks, the proposal has been adjusted to include six credits of course release time for the faculty who is assigned to the role of program coordinator. However, the distribution of reassigned time is based on enrollment and will be evaluated appropriately.

Comment: The proposal outlines solid plans for evaluation using multiple performance indicators. This detailed assessment plan including, collecting data in Taskstream and Google drive, will allow the program to measure progress over time and re-evaluate program needs. The use of course evaluations, student satisfaction surveys, GPA and exit surveys represent diverse measurements of program performance. Plans for both full time and part time faculty evaluation are also included. The development of a robust assessment plan will assist the program in pursuing CACREP accreditation in the future, however the program may wish to consider feedback from alumni, employers, and internship site supervisors to enhance their continued program development.

Response: The proposed assessment plan did include a process for gathering data from program alumni. However, it did not include plans for surveying employers. Also, while course syllabi for practicum and internship courses reflect that supervisor evaluations are a course requirement, these data were not included in the proposed assessment plan. Therefore, the assessment plan has been modified to include analyzing internship site supervisor evaluation data as well as a plan for gathering employment data on program graduates to determine performance levels on counseling related levels of counselor abilities to perform counseling related job tasks (page 43).

II. Faculty

Comment: Several faculty members' backgrounds in psychology may lend themselves to specific areas of clinical instruction such as psychopathology or treatment planning,

however it will be crucial for faculty to teach from the lens of a professional counselor identity. Professional counseling licensure and certification are only displayed on two of the four fulltime faculty vitae, which leads to evaluator's comments on the importance of instruction focused on clinical mental health counselor identity.

Response: Professional identity is essential to counselor education programs. In fact, CACREP has specific guidelines for determining eligibility of core faculty in terms of educational background and work experience. The two, core faculty in the current counselor education program with psychology backgrounds each have doctoral degrees in counseling psychology which CACREP identifies as a "related field" and meets the core faculty degree requirements. Each of these individuals worked in faculty positions for more than one year, in CACREP-accredited counselor education programs and therefore, meets the experiential requirements and is deemed eligible to serve as core faculty in a CACREP-accredited counseling program. In addition, each of the core faculty has maintained active memberships in professional counseling organizations and continuously has engaged in scholarly activity in the field of counseling. During the 2018 CACREP site visit, the site team observed and noted in their report, a strong counselor identity among faculty, students and program graduates. Should any of the current core faculty choose to teach in the proposed programs they will be expected to maintain their professional counseling identity and teach through the lens of "mental health counseling." Further, as indicated under the preferred qualifications (page 32), any new hires will be expected to have experience in the field of mental health counseling along with the acceptable educational credentials.

Comment: Currently four fulltime faculty support the School Counseling program. It is unclear how large the School Counseling program at Lehman is, and if the CMHC cohort would be equal, smaller, or larger in relation to that cohort. Thus, it is unclear as to if the proposed one faculty member would be sufficient to meet the needs of the program, or to what extent demands on existing courses would expand and would increase demand on existing faculty. It is possible that with adequate support from adjunct and support faculty, the addition of one faculty member would be sufficient to meet the needs of this emerging program.

Response: The school counseling program is a three-year, part time program and at any given time there are three cohorts of students enrolled. That said, the number of students enrolled tends to range from 92 to 110. This program is managed adequately by the four full-time faculty and is able to maintain the required FTE requirement of 12:1. With this in mind, if current faculty were to teach in the proposed program the FTE would be unbalanced. Therefore, the proposed program was modified to include hiring one additional faculty in year one and a second additional faculty in year three (page 27).

III. Resources

Comment: The proposal did not identify community internship sites but did specify that practica and internship placements could be supported by the institution through community relationships. There are ample mental health and substance use treatment facilities in the Bronx to support field placements including Montefiore, Calvary, Vertex, PAC, Bronx Mental Health Clinic, and others.

Response: Given the importance of clinical experiences in counselor preparation program, this is a valid concern. During the time in which this proposal was under review, the process of obtaining commitments to support the program in placing our interns was still underway. However, since that time, we have received tremendous interest from various stakeholders who are either willing to supervise interns or assist in finding placements (APPENDIX D – Industry Support Letters). Here is a list of agencies who have indicated their willingness to host clinical mental health counseling interns:

- Association of Progressive Dominicans
- Outpatient Mental Health Clinic
- Hunts Point Alliance for Children
- Wellness Center — Children of Promise
- New York Psychotherapy and Counseling Center
- Astor Services for Children and Families
- Rising Ground
- Bronx Community College
- Intercare

Additional Comment: One potential concern is that for Internship 1 and 2, there are assignments which require the student to videotape client/counselor interactions. The evaluator has found that, unlike school settings, many adult mental health facilities will not approve audio or video recordings, even with client consent, thus the program may wish to develop an alternative assignment should the student be unable to obtain a recording.

Response: Occasionally, students from the current counseling program experience challenges in obtaining informed consent to video record client/counseling sessions. In situations like this, students are provided the option of obtaining an audio recording or to set up a time when the program faculty can observe the session live. Reviewing counseling sessions is a CACREP accreditation requirement that can be met using any of methods. However, CACREP does not consider alternative assignments such as mock counseling sessions as an acceptable form of clinical supervision. With this in mind, if the proposed program seeks CACREP accreditation, it will be important to select clinical placements that allow audio/video recordings or the opportunity for live supervision.

APPENDIX L
Curricula Vitae – MS Full-time Faculty

Stuart F. Chen-Hayes, Ph.D., he/him/his

TITLE: Professor

DEPARTMENT: Counseling, Leadership, Literacy, and Special Education

HIGHER EDUCATION:

A. Degrees

<u>Institution</u>	<u>Dates Attended</u>	<u>Degree & Major</u>	<u>Date Conferred</u>
Kent State University	1990-94	Ph.D., Counseling & Human Dev. Services (CACREP-accredited)	1994
Indiana University	1984-87	M.S.Ed., Counseling & Counselor Education	1987
Indiana University	1980-84	B.A., Journalism & Religious Studies	1984

B. Additional Higher Education

Cornell University	1986-87	Non-degree coursework in Human Services, Psychology	
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EXPERIENCE:

A. Teaching/Administrative Duties

<u>Institution</u>	<u>Dates</u>	<u>Rank</u>	<u>Department</u>
Lehman College of the City University of New York Counselor Education/School Counseling	2018-present	Professor	CLLSE
Lehman College of the City University of New York Counselor Education/School Counseling	1999-present	Program Coordinator,	CLLSE
Lehman College of the City University of New York Counselor Education/School Counseling	2005-17	Associate Professor	CLLSE

Roslyn Public Schools (NY) 2013 Consultant, Equity-focused
School Counseling Programs

OTHER : (cont.)

<u>Institution/Position</u>	<u>Dates</u>	<u>Title</u>
Lehman College/CUNY	1999-13	Coordinator, Companion Institution, National Center for Transforming School Counseling
National Center for Transforming School Counseling (DC)	2002-13	Consultant
National Association for College Admission Counseling (VA)	2011-12	Consultant
New York City Department of Education Office of Instruction	2004-07	Co-Author and Lead Trainer, Elementary School Counseling Program Demonstration Federal Grant
Project ACCESS Bilingual School Counseling Grant Long Island University-Brooklyn	2005-06	Bilingual School Counseling Program Clinical Supervisor/ Consultant
Yonkers Public Schools (NY)	2002-04	Consultant, Lincoln High School Transforming School Counseling Initiative
Bronx Educational Alliance	1999-03	Coordinator, School Counseling Services, GEAR-UP Grant
Licensed Clinical Professional Counselor (IL)	1996-98	Licensed Clinical Professional Counselor
V. Codisoti, M.D. & Associates (OH)	1991-93	Sexuality Counselor (included Ph.D. internship 1600 hours)
Kent State University (OH) Counseling and Human Development Center	1990-91	Practica in Advanced Family Counseling (200 hours)
Corrigan Children's Center/ Westport Middle School via Greater Fall River Mental Health Association (MA)	1989-90	School & Family Counselor, Hospital Diversion Program

Cornell University (NY) 1986-89 Residence Hall Director and Group Counselor

<u>Institution/Position</u>	<u>Dates</u>	<u>Title</u>
South Central Community Mental Health Center (IN)	1985-86	Staff Counselor, Child and Adolescent and Addictions Units (included 2 100-hour practica)

Richard D. Irwin, Inc. (IL) 1984-90 Free-lance Textbook Editor

Indiana University (IN) 1982-85 Assistant Residence Hall Director, Resident Assistant

CERTIFICATION AND LICENSE:

National Certified Counselor #55620 (National Board of Certified Counselors), 1998
Licensed Clinical Professional Counselor (Illinois), 1996 (inactive)

ACADEMIC AND PROFESSIONAL HONORS:

- Alumni of the Year, Counseling and Human Development Services graduate program, Kent State University, 2017
- Mentor, School Counselor Educator Coalition, National Center for Transforming School Counseling, 2012
- Presidential Service Award, North Atlantic Region Association for Counselor Education & Supervision, 2011
- Trailblazer Award, National Center for Transforming School Counseling, 2009
- Human Rights Award, Association for Multicultural Counseling and Development, 2008
- Leader in the Field, Microtraining and Associates, 2007
- Member, Chi Sigma Iota, International Professional Counseling Honorary, Tau Chapter (Lehman College), 1998-present
- Outstanding Faculty Award, National-Louis University, 1998
- Professional Training and Mentorship Award, International Association of Marriage and Family Counselors, 1997
- Outstanding Service Award, Illinois Counseling Association, 1997
- Outstanding Young Alumni Achievement Award, Kent State University, 1996
- Outstanding Service Award, Illinois Association for Multicultural Counseling, 1996
- 'Ohana Honors Award, American Counseling Association, 1995
- Research and teaching assistantship, Counseling and Human Development Services Department, Kent State University, 1990-93
- Kent State University, Member, Chi Sigma Iota, International Professional Counseling Honorary, 1990-93
- Assistantship: Indiana University, Department of Residence Life, 1984-86

- Indiana University School of Journalism/Alcoa Excellence in Public Relations Scholarship, 1983
- Indiana University Merit Scholarship, 1980
- Indiana University Wellborn-Feree Freshman Journalism Scholarship, 1980
- Elks Club Scholarship, 1980

PUBLICATIONS: (Last five years only)

Books:

Chen-Hayes, L. T., & **Chen-Hayes, S. F.** (2021, in press). 兩個爸爸. (*Double Dads*.) Yuanliu (遠流) Publishing Company. (50%/50%)

Chen-Hayes, S. F. (2019). *Double dads one teen: A queer family's trailblazing life in the USA and Taiwan*. DIO Press. (100%)

Book Chapters in Refereed Volumes:

Chen-Hayes, S. F., & Ockerman, M. S. (2019, invited). Counseling first-generation students and families: Access, affordability, admission, attainment. In Mathis, J. D., Rall, R. M., & Laudino, T. M., (Eds.). *Fundamentals of college admission counseling (5th ed.)*. National Association for College Admission Counseling. (22 pp.) (65%)

Chen-Hayes, S. F. (2017). Be all of whom you are early and often. In W. Dejean & J. Sapp, (Eds.), *Dear gay, lesbian, bisexual, and transgender teacher: Letters of advice to help you find your way*. (pp. 135-139). Charlotte, NC: Information Age Publishing.

UNPUBLISHED WORK: (Supported by evidence)

Books:

Mayes, R. D., Ockerman, M. S., & **Chen-Hayes, S. F.** (Eds.). (In development). *School counseling consultation*. Corwin Press. (33/33/33%)

Chen-Hayes, S. F. (In development). *Sexuality counseling for school and college counselors*.

Book chapter:

Chen-Hayes, S. F., Schumm, W. Y., Sullins, P., Veldorale-Griffin, A., & Potter, D. "Supporting LGBT parents," In L. Beckstead, (Ed.), *No boxes: Options for gender, race, religion, and sexual identity*. (in development). (30%)

PH.D. THESIS TITLE: *Counselor Educators' Perceptions of Their Multicultural Awareness, Knowledge, and Skills*.

PUBLICATIONS: (Prior to “last five years”)

Book:

Chen-Hayes, S. F., Ockerman, M. S., & Mason, E. C. M. (2014). *101 solutions for school counselors and leaders in challenging times*. Corwin Press. (37%)

Book Chapters in Refereed Volumes:

Chen-Hayes, S. F., & Getch, Y. Q. (2015, invited). Leadership and advocacy for every student’s achievement and opportunity. In B. T. Erford, (Ed). *Transforming the school counseling profession (4th ed.)*. (pp. 194-218). Boston, MA: Pearson. (60%)

Chen-Hayes, S. F., & Ockerman, M. S. (2015, invited). Academic development and planning for college and career readiness K-12. In B. T. Erford, (Ed.), *Transforming the school counseling profession (4th ed.)*. (pp. 242- 258). Boston, MA: Pearson. (50%)

Holcomb-McCoy, C., & **Chen-Hayes, S. F.** (2015, invited). Culturally competent school counselors: Affirming diversity by challenging oppression. In B. T. Erford, (Ed). *Transforming the school counseling profession (4th ed.)*. (pp. 173-193). Boston, MA: Pearson. (40%)

Walley, C., & **Chen-Hayes, S. F.** (2014, invited). Advocacy for professional counseling. In V. Sangganjanavanich & C. Reynolds, (Eds.), *Introduction to professional counseling* (pp. 293-322). Thousand Oaks, CA: Sage. (45%) **Chen-Hayes, S. F.** (2013). Empowering multiple cultural identities in college readiness and admission. In National Association for College Admission Counseling (Ed.), *Fundamentals of college admission counseling (3d ed.)* (pp. 150-174). Arlington, VA: Author.

Ryan, C., & **Chen-Hayes, S. F.** (2013). Educating and empowering families of lesbian, gay, bisexual, transgender, and questioning students. In E. S. Fisher & K. Komosa-Hawkins, (Eds.), *Creating safe and supportive learning environments: A guide for working with lesbian, gay, bisexual, transgender, and questioning youth and families* (pp. 209-229). New York: Routledge. (40%)

Chen-Hayes, S. F. (2012, invited). Counseling and advocacy with a gay father, a straight mom, and a transgender adolescent. In S. Dworkin & M. Pope, (Eds.), *Casebook for counseling lesbian, gay, bisexual, and transgender persons and their families* (pp. 45-52). Alexandria, VA: American Counseling Association

Chen-Hayes, S. F. (2012, invited). Counseling and advocacy with an international/dual national same-gender couple and family. In S. Dworkin & M. Pope, (Eds.), *Casebook for counseling lesbian, gay, bisexual, and transgender persons and their families* (pp. 119-128). Alexandria, VA: American Counseling Association.

Chen-Hayes, S. F., Miller, E. M., Bailey, D. F., Getch, Y. Q., & Erford, B. T. (2011, invited). Leadership and achievement advocacy for every student. In B. T. Erford, (Ed). *Transforming the school counseling profession (3rd ed.)* (pp. 110-128). Boston, MA: Pearson. (50%)

PUBLICATIONS: (Prior to “last five years”) (cont.)

Book Chapters in Refereed Volumes: (cont.) Holcomb-McCoy, C. & **Chen-Hayes, S. F.** (2011, invited). Culturally competent school counselors: Affirming diversity by challenging oppression. In B. T. Erford, (Ed). *Transforming the school counseling profession (3rd ed.)* (pp. 90-109). Boston, MA: Pearson. (40%)

Chen-Hayes, S. F. (2009). Types of oppression. In American Counseling Association (Ed.), *American Counseling Association encyclopedia of counseling* (p. 383-84). Alexandria, VA: Author.

Bailey, D. F., Getch, Y. Q., & **Chen-Hayes, S. F.** (2007, invited). Achievement advocacy for all students through transformative school counseling programs. In B. T. Erford, (Ed). *Transforming the school counseling profession (2nd ed.)* (pp. 74-97). Upper Saddle River, NJ: Pearson Merrill Prentice Hall. (33%)

Holcomb-McCoy, C. & **Chen-Hayes, S. F.** (2007, invited). Multiculturally competent school counselors: Affirming diversity through challenging oppression. In B. T. Erford, (Ed). *Transforming the school counseling profession (2nd ed.)* (pp. 98-120). Upper Saddle River, NJ: Pearson Merrill Prentice Hall. (40%)

Chen-Hayes, S. F. (2005). Challenging multiple oppressions in counselor education. In J. M. Croteau, J. S. Lark, M. A. Lidderdale, & Y. B. Chung, (Eds.), *Deconstructing heterosexism in the counseling professions: A narrative approach* (pp. 53-57). Thousand Oaks, CA: Sage.

Chen-Hayes, S. F. (2005, invited). Response to “Counseling a gay man challenging cocaine addiction,” In V. Kelly & G. Juhnke, (Eds.). *Critical incidents in addictions counseling*. Alexandria, VA: American Counseling Association.

Chen-Hayes, S. F. (2005, invited). What are the most pervasive social issues among K-12 students that school counselors address? In R. Sabella, (Ed.), *School counseling principles: Foundations and basics* (pp. 73-81). Alexandria, VA: American School Counselor Association.

Chen-Hayes, S. F., & Ramos, I. G. (2004). The professional school counselor as resource and services broker. In B. T. Erford, (Ed.), *Professional school counseling: A handbook of theories, programs, and practices* (pp. 865-869). Austin, TX: Pro-Ed. (75%)

Schneider, G. & **Chen-Hayes, S. F.** (2004). College begins in pre-K: Creating academic access, equity, and success for all students and their families through a model pre-K developmental school counseling program. In B. T. Erford, (Ed.), *Professional school*

counseling: A handbook of theories, programs, and practices (pp. 871-880). Austin, TX: Pro-Ed. (50%)

PUBLICATIONS: (Prior to “last five years”) (cont.)

Smith, S. D., & **Chen-Hayes, S. F.** (2004). Leadership and advocacy strategies for lesbian, bisexual, gay, transgendered, and questioning (LBGTQ) students: Academic, career, and interpersonal success strategies. In R. Perusse and G. E. Goodnough (Eds.), *Leadership, advocacy, and direct service strategies for professional school counselors* (pp. 187-221). Belmont, CA: Brooks/Cole-Thomson Learning. (50%)

Book Chapters in Refereed Volumes:

Bailey, D. F., Getch, Y. Q., & **Chen-Hayes, S. F.** (2003). Professional school counselors as social and academic advocates. In B. T. Erford (Ed), *Transforming the school counseling profession* (pp. 411-434). Upper Saddle River, NJ: Merrill Prentice-Hall. (33%)

Chen-Hayes, S. F. (2003). Assimilation, queer pride, or in between: Personalizing GLBT relationships, sexual practices, and politics. In J. S. Whitman & C. J. Boyd (Eds.), *The therapist's notebook for lesbian, gay, and bisexual clients: Homework, handouts, and activities for use in psychotherapy* (pp. 85-91). Binghamton, NY: Haworth Clinical Practice Press.

Chen-Hayes, S. F. (2003). Challenging multiple oppressions with GLBT clients. In J. S. Whitman & C. J. Boyd (Eds.), *The therapist's notebook for lesbian, gay, and bisexual clients: Homework, handouts, and activities for use in psychotherapy* (pp. 174-178). Binghamton, NY: Haworth Clinical Practice Press.

Chen-Hayes, S. F. (2003). Counselors advocating for academic success and equity in the Bronx. In R. L. Dingman & J. D. Weaver (Eds.), *Days in the lives of counselors* (pp. 168-176). Boston, MA: Allyn & Bacon/Pearson Education.

Chen-Hayes, S. F. (2003). The sexual orientation, gender identity, and gender expression continuum. In J. S. Whitman & C. J. Boyd (Eds.), *The therapist's notebook for lesbian, gay, and bisexual clients: Homework, handouts, and activities for use in psychotherapy* (pp. 159-165). Binghamton, NY: Haworth Clinical Practice Press.

Chen-Hayes, S. F. (2003). The sexual orientation, gender identity, and gender expression genogram. In J. S. Whitman & C. J. Boyd (Eds.), *The therapist's notebook for lesbian, gay, and bisexual clients: Homework, handouts, and activities for use in psychotherapy* (pp. 166-173). Binghamton, NY: Haworth Clinical Practice Press.

Chen-Hayes, S. F., & Erford, B. T. (2003). Living the transformed role. In B. T. Erford (Ed.), *Transforming the school counseling profession* (pp. 449-454). Upper Saddle River, NJ: Merrill Prentice-Hall. (75%)

Haley-Banez, L., & **Chen-Hayes, S. F.** (2002). Janine: The case of the unemployed survivor.

In S. G. Niles, J. Goodman, & M. Pope (Eds.), *The career counseling casebook: A resource for practitioners, students, and counselor educators* (pp. 94-97). Tulsa, OK: National Career Development Association. (75%)

PUBLICATIONS: (Prior to “last five years”) (cont.)

Chen-Hayes, S. F. (2001). Systemic anti-oppression strategies for school counselors as allies affirming queer children, youth, and families of multiracial experience. In K. Kumashiro, (Ed.), *Troubling intersections of race and sexuality: Queer students of color and anti-oppressive education* (pp. 163-178). Lanham, MD: Rowman & Littlefield.

Chen-Hayes, S. F. (2000, invited). Social justice advocacy with lesbian, bisexual, gay, and transgendered persons. In J. Lewis, & L. Bradley, (Eds.), *Advocacy in counseling: Counselors, clients, & community* (pp. 89-98). Greensboro, NC: Caps publications (ERIC/CASS).

Chen-Hayes, S. F., Chen, M., & Athar, N. (2000, invited). Challenging linguisticism: Action strategies for counselors and client-colleagues. In J. Lewis & L. Bradley (Eds.), *Advocacy in Counseling: Counselors, clients, & community* (pp. 25-36). Greensboro, NC: Caps publications (ERIC/CASS). (33%)

Hayes, S. F. (1986). Annotated bibliography on relationships with the student press. In J. Schuh, (Ed.), *New directions for student services sourcebook*, 33 (pp. 65-69). San Francisco: Jossey-Bass.

Book Chapter in Nonrefereed Volume:

Chen-Hayes, S. F. (2002, invited). Unlearning racism: A white counselor’s journey. In J. A. Kottler, (Ed.), *Counselors finding their way* (pp. 117-120). Alexandria, VA: American Counseling Association.

Articles in Refereed Journals:

Mason, E. C. M., Ockerman, M. S., & **Chen-Hayes, S. F.** (2013). Change-Agent-for-Equity (CAFÉ) model: A framework for school counselor identity. *Journal of School Counseling*, 11(4). <http://www.jsc.montana.edu/articles/v11n4.pdf> (33%)

Ockerman, M. S., Mason, E. C. M., & **Chen-Hayes, S. F.** (2013). School counseling supervision in challenging times: The CAFÉ supervisor model. *Journal of Counselor Preparation and Supervision*, 5(2), Article 4 doi: <http://dx.doi.org/10.7729/51.0024> <http://repository.wcsu.edu/jcps/vol5/iss2/4/> (33%)

Chen-Hayes, S. F. (2010, invited). Ingredients for happy gay couples & gay-parented families: Implications for professional gender, sexuality, couple, family, & school counselors. http://gfs.heart.net.tw/e_journal/index/1.htm 性別與家庭電子季刊 (*Center for Gender and Family E-Journal, National Changhua University of*

Education, Taiwan) 9 pp.

DeSimone, J. R., Bouknight, T. M., & **Chen-Hayes, S. F.** (2010). Educational Leadership and School Counselor Education programs collaborating to close preK-12 achievement, opportunity and attainment gaps. *Excelsior: Leadership in Teaching and Learning* 4, 57-68. (33%)

PUBLICATIONS: (Prior to “last five years”) (cont.)

Articles in Refereed Journals: (cont.)

Edwards, M., **Chen-Hayes, S. F.**, & Liao, B. (2010). Developing a Mandarin-Immersion International Baccalaureate elementary school: Princeton International Academy Charter School (PIACS). *Journal of Chinese Teaching and Research*, 113-118. (33%)

Hatch, T., & **Chen-Hayes, S. F.** (2008). School counselor beliefs about ASCA model school counseling program components using the SCPSC scale. *Professional School Counseling* 12, 34-42. (40%)

Chen-Hayes, S. F. (2007, invited). The ACCESS Questionnaire: Assessing school counseling programs and interventions to ensure equity and success for every student. *Counseling and Human Development* 39(6), 1-10.

Ratts, M., DeKruyf, L., & **Chen-Hayes, S. F.** (2007). The ACA Advocacy Competencies: A social justice advocacy framework for professional school counselors. *Professional School Counseling* 11(2), 90-97. (33%)

Eschenauer, R., & **Chen-Hayes, S. F.** (2005, invited). The transformative individual school counseling model: An accountability model for urban school counselors. *Professional School Counseling* 8(3), pp. 244-248. (50%)

Chen-Hayes, S. F. (2002, invited). [Review of the book *The erasure of transsexual and transgendered people*]. *Contemporary Sociology: A Journal of Reviews* 31(4), 264-265.

Chen-Hayes, S. F. (2001, invited). The social justice advocacy readiness questionnaire. *The Journal of Lesbian and Gay Social Services*, 13 (1/2), 191-203.

Chen-Hayes, S. F. (2001). Counseling and advocacy with transgendered and gender-variant persons in schools and families. *The Journal of Humanistic Counseling, Education, and Development*, 40(1), 34-48.

Chen-Hayes, S. F. (1997). Counseling lesbian, bisexual, and gay persons in couple and family relationships: Overcoming the stereotypes. *The Family Journal: Counseling and Therapy for Couples and Families*, 5(3), 236-240.

Hayes, S. F. (1995). Infusing diversity into family and couples counseling. *The Family Journal: Counseling and Therapy for Couples and Families*, 3(3), 231-33.

Arnold, M. S., Carlson, J., Collins, B. G., Collins, T. M., Gonzales, T., **Hayes, S. F.**, Hoffman, F. J., Hutchins, M., Kjos, D., Lee, C., Lewis, J. A., & Vernon, A. (1995). Women and men interested in gender: Can we talk? *The Family Journal: Counseling and Therapy for Couples and Families*, 3(1), 4-10. (8%)

McKee, M. B., **Hayes, S. F.**, & Axiotis, I. R. (1994). Challenging heterosexism in college health service delivery. *Journal of American College Health*, 42(5), 211-216. (33%)

PUBLICATIONS: (Prior to “last five years”) (cont.)

Articles in Refereed Journals:

Boughner, S. R., **Hayes, S. F.**, Bubenzer, D. L., & West, J. D. (1994). Use of standardized assessment instruments by marital and family therapists: A survey. *Journal of Marital and Family Therapy*, 20(1), 69-75. (25%)

Streaming Videos:

Chen-Hayes, S. F., & Maxwell, K. S., & Bailey, D. F. (2009). *Equity-focused school counseling: Ensuring career and college readiness for every student*. (DVD and leader guide). Hanover, MA: Microtraining Associates. (50%)

Chen-Hayes, S. F., & Haley-Banez, L. (2000). *Lesbian, bisexual, gay, & transgendered counseling in schools and families 1*. Streaming video, transcript, and leader guide. Hanover, MA: Microtraining Associates. (75%)

Banez, L., & **Chen-Hayes, S. F.** (2000). *Lesbian, bisexual, gay, & transgendered counseling in schools and families 2*. Streaming video, transcript, and leader guide. Hanover, MA: Microtraining Associates. (75%)

Articles in Nonrefereed Journals:

Chen-Hayes, S. F. (2008). Teaching and learning about sexuality counseling in Taiwan. *Counseling Today* 50(7), pp. 15-19.

Hayes, S. F. (1996). Providing powerful professional counseling presentations. *Counseling Today*, 39(5), 66.

Hayes, S. F., Domnie, M., & Sinar, L. (1992). Speaking up: Counseling Ph.D. students initiate increased interaction on campus. *Counseling Today*, 35(4), 29. (33%)

Hayes, S. F., Ingersoll, R. E., & Stein, S. (1991). Counseling in times of national crisis. *Counseling Today*, 33(10), 29. (33%)

ERIC/CASS Publication:

Hayes, S. F. (1994). Empowering multiple cultural identities of bisexual women and men. *Resources in Education*, ERIC/CASS #CG025594. Greensboro, N.C.: ERIC/CASS PRESENTATIONS, REFEREED: (Last five years only)

Chen-Hayes, S. F., Goorevitch, Y., Brigman, G., Fallon, P., Leeds, D., Martinez, J., & Tejada, R. (Submitted). "Evidence-based urban school counseling consultation using *Student Success Skills*, *ASCA Model*, and Change-Agent for Equity Tools." Evidence-Based School Counseling conference, Ohio State University, Columbus, OH, Spring, 2021.

Chen-Hayes, S. F., Ph.D., Coca, V., Ph.D., Oglesby, A. K., M.S.Ed., Owen, L. A., Ph.D., & Ramsundar, S., M.S.Ed., M.S.Ed., Ph.D. (cand.). "School & College Counselors Address Affordability, Emergency Funding, Food and Housing Insecurity." Real College conference, Temple University, Philadelphia, PA, Fall, 2018.

Chen-Hayes, L. T., D.P.T., Chen-Hayes, S. F., Ph.D., & Chen-Hayes, K. L. "Organizing for Marriage Equality, Gay Parenting Rights, and Affirming Schools in Taiwan and the USA." National Queer Asian Pacific Islander Association conference, San Francisco, CA, Summer, 2018.

Chen-Hayes, S. F., Ph.D., Badia-Castro, M., M.S.Ed.. (cand.), Bahamonde, A., M.S., & Sambula, F., M.S.Ed.. (cand). Revising Research Class: Implementing Evidence-based Change in NYC K-12 Schools with Needs Assessments, *Student Success Skills*, and *ASCA Model* Program Evaluation. Evidence-Based School Counseling conference, NY, NY, Spring, 2018.

PRESENTATIONS, INVITED (Last five years)

Chen-Hayes, S. F. "Affirming Queer and Trans Students and Families in Schools and at Home: Social Justice Interventions & Strategies." Invited Lecture, McNair Scholars, Mercy College, Dobbs Ferry, NY. Summer, 2020.

Chen-Hayes, S. F. & Chen-Hayes, L. T. "Double Dads and One Queer Teen: Our Trailblazing Life in the USA and Taiwan" (book reading, discussion, and documentary). Indiana University, Bloomington, IN, Spring, 2020.

Chen-Hayes, S. F. "Queer and Multicultural Curricula." Culturally Responsive and Sustainable Education (CRSE) Conference, MORE Caucus of UFT Union, NY, NY, Fall, 2019.

Chen-Hayes, S. F., Chen-Hayes, L. T., & Chen-Hayes, K. L. "Double Dads and One Queer Teen: Our Trailblazing Life in the USA and Taiwan" (book reading, discussion, and documentary), Kent State University, Kent, OH, Fall, 2019.

Chen-Hayes, S. F., Chen-Hayes, L. T., & Chen-Hayes, K. L. "Reading, Documentary, and Discussion: 'Double Dads One Teen: A Queer Family's Trailblazing Life in the USA and Taiwan.'" Lief Library, Lehman College, Bronx, NY, Fall, 2019.

PRESENTATIONS, INVITED (Last five years) (cont).

Bernardo, R., Chen-Hayes, S. F., Ramirez, F., & Schuster, E. "CUNY TALKS: Sexual Health & Empowerment Summit." CUNY Lehman College, Bronx, NY, Fall, 2019.

Chen-Hayes, S. F., & Chen-Hayes, L. T. "Strategies for Affirming LGBTQIA Youth," Invited Presentation, George School, Newtown, PA, Spring, 2019.

Chen-Hayes, S. F., Chen-Hayes, L. T., & Chen-Hayes, K. L. "Tips and Strategies for Creating LGBTQ+ Affirming Schools and Curricula," Curriculum and Instruction Consulting Committee, Gender Equity Education Conference, Ministry of Education, Taiwan National University of Tainan, Tainan, Taiwan, Spring, 2019.

Chen-Hayes, S. F., Chen-Hayes, L. T., & Chen-Hayes, K. L. "The Chen-Hayes Family's Trailblazing Journey in Creating LGBTQ-Affirming Home, School, Community & Work Environments in the USA & Taiwan." Invited Lecture, Counseling and Student Affairs graduate programs, National Changhua University of Education, Changhua, Taiwan, Spring, 2019.

"Double Dads One Teen: A Trailblazing Taiwanese American Queer Family," Invited Lecture, Women's Studies program, CUNY Lehman College, Bronx, NY, Fall, 2018.

"Dads as Role Models of Healthy Stress Management for Future Adults," Invited Presentation, George School, Newtown, PA, Spring, 2018.

"Career Pathways for Families Facilitating Future Adults: Evidence-Based Tools and Tryouts," Invited Presentation, George School, Newtown, PA, Fall, 2017.

"Sexuality Education and Counseling in Schools and Families in Taiwan and the USA: Personal, Political, Professional Advocacy" with L. T. Chen-Hayes, D.P.T., & K. L. Chen-Hayes. Invited Lecture, National Changhua University of Education, Changhua, Taiwan, Spring, 2017.

"Taiwan, the Time for Marriage Equality Is NOW: Lessons in Love, Legal Marriage, and Parenting from a Taiwanese-American Gay Family" with L. T. Chen-Hayes, D.P.T., & K. L. Chen-Hayes. Invited Lecture, Taiwan LGBT Family Rights Advocacy Association, Taipei, Taiwan, Spring, 2017.

CURRICULUM MATERIALS: (Last five years)

Co-developed M.S. in Clinical Mental Health Counseling program, 2021

Revision of School Counseling curriculum to 60 credits and NYS program re-registration, 2020

Co-developed Clinical Mental Health Counseling bridge program certificate for school counseling students, 2019

Revision of Course Syllabi with new program and learning objectives and assessments for CACREP Self-Study, 2016-17

ACCREDITATION: REPORTS/REVIEWS: (Last five years)

Lead Author, CACREP self-study for Counselor Education/School Counseling M.S.Ed. program re-accreditation (2016 standards), 2016-18.

GRANTS RECEIVED:

a. Multiple

2014 - City University of New York Academic Affairs College Access/Admission Counseling Course Grant (\$4,000).

Awarded collaboratively with Drs. Faith Deveaux, Laura Roberts, and Tamisha Bouknight to develop Lehman College's first College Access Counseling course.

2008 - National Office for School Counselor Advocacy Scholarship Grant (\$1,000).

Awarded collaboratively with Dr. Tamisha Bouknight to study Counselor Educators' perceptions of how they prepare school counselors for college readiness/admission counseling.

2007 - Taiwan National Science Foundation Grant, National Changhua University of Education. (\$330,000NT, i.e., \$10,000US).

Awarded collaboratively with Dr. Shuchu (Sharon) Chao to underwrite travel and living expenses for sabbatical as visiting professor of counseling to teach the first Taiwan-based master's and doctoral courses in sexuality counseling at National Changhua University of Education, Spring semester.

2004-2008 - Elementary and Secondary School Counseling Demonstration Act Grant with Dr. Reese House and the NYC Department of Education, Division of Youth and Community Development, co-author (\$1.2 million).

Awarded collaboratively to NYC DOE to hire multiple school counselors at two demonstration elementary schools in Harlem, NY and to fund the training of several hundred elementary school counselors, principals, and academic intervention teachers in all five NYC boroughs in The Education Trust's National Center for Transforming School Counseling skills to assist school counselors to develop data-driven school counseling programs and interventions including the ASCA National Model that demonstrate specific success in how school counselors and school counseling programs help to close achievement and opportunity gaps in NYC elementary schools.

1999 - Association for Counselor Education and Supervision (ACES) National Research Award Grant with Dr. Lynn Banez (\$250).

Funding awarded for a qualitative study on developing an ongoing educational and supervision model for school, community, and family counselors interested in learning and using social justice advocacy and multicultural counseling skills to challenge oppression in urban schools and community agencies.

b. Individual

1993 - Association for Counselor Education and Supervision (ACES) Graduate Student Research Award

Partial funding of Ph.D. dissertation research on counselor educators' multicultural awareness, knowledge, and skills (\$650).

SERVICE:

Department of Counseling, Leadership, Literacy, and Special Education:

- Union Representative, PSC-CUNY Lehman Chapter, 2017-present
- CACREP re-accreditation self-study and accreditation visit team, 2016-18
- Member, Curriculum Committee, 1998-99; 2001-10
- Member, Marketing Committee, 2008-11
- CACREP (2001 standards) self-study and accreditation visit team, 2000-08
- Member, Grade Appeals Committee, 2004-05; 2007-10
- Co-developer, Counselor Education laboratory (with Campus Facilities office) funded by Bronx Borough President's Office, 1999-2007
- Coordinator, Counselor Education Program Curriculum Transformation Committee, 1998-01

School of Education:

- Member, SOE Anti-Racism Committee, 2020-
- Member, SOE Dean Search Committee, 2020-21
- Member, Lehman Urban Transformative Education Conceptual Framework Revision Committee, 2011-12
- Member, Technology/Strategic Planning Committee, 1998-99; 2009-2015
- Member, Fundraising Committee, 2010-11
- Member, E-portfolio Committee, 2008-09; 2010-11
- Emcee, LUTE Awards Ceremony, 2011
- Member, Facilities Committee, 2009-10
- Facilitator and panelist, "What teachers, school counselors, and building leaders can do to empower LBGT students in K-12 schools" lecture/panel presentation Spring 2009
- Member, Dean Search Committee, 2002-03
- Member, Professional Practice Site Development Committee, 1999-00

Lehman College:

- Member, Counseling Center LBGT Initiatives Task Force, 2009-present
- Member, Graduate Admission Task Force, 2009-present

- Member, Social Justice Committee, PSC-CUNY Lehman College chapter, 2016-present
- Speaker, Lehman College Immigration Speakout/Teach-In, 2017
- Speaker, Lehman College Social Justice Advocacy Resource Fair, 2017
- Speaker, Lehman College National Coming Out Day Speakout, 2014
- Member, Lehman College Diversity Council, 2012-14
- Member, Graduate Education Scholarship Review Committee, 2013
- Member, Middle States Self-Study Working Groups: Student Affairs; Educational Offerings, General Education, and Assessment of Student Learning, 2007-08
- Facilitator, Unlearning Oppression Workshop, Lehman Student Government Retreat, 2001-03; 2006-07
- Senator-at-large, Lehman College Faculty Senate, 2001-04
- Delegate-at-large, PSC/CUNY Union, Lehman College chapter, 2004-07

SERVICE: (cont.)

- Member, Senate Campus Life and Facilities Committee, 2000-02
- Member, Bronx Educational Alliance Steering Committee, 1999-2003
- Facilitator, Leadership and Technology conference for Bronx High School Superintendents, Spring, 1999
- Advisor, Chi Sigma Iota, Professional Counseling Honorary, Tau chapter, 1998-04
- Advisor, The Circle, undergraduate LGBT student group, 2001-03
- Advisor, Counseling Student Association, 2003-04; co-advisor, 1998-99

CUNY:

- Member, American Association of University Professors, 2008-present
- American Federation of Teacher (AFT) Union Delegate, PSC-CUNY 2017-present
- Member, Future of Public Education Committee, PSC-CUNY, 2012-2015
- New York State United Teachers Union Delegate, PSC-CUNY 2017-present
- Contributor, PSC-CUNY *Clarion*

Community:

- Member, Rank and File Action & MORE Caucus liaison, 2019-present
- New Jersey Green Party Communications Committee, 2020- .
- New Jersey Lavender Greens co-chair, 2020- .
- Member, 7KorStrike, 2018-19
- Executive Board, Teacher Solidarity, 2018-20
- National Platform Committee, Green Party USA, 2018-19
- National Delegate, Green Party USA, 2018-19
- Pennsylvania Delegate, Green Party of Pennsylvania, 2018-19
- Judge of Elections, Newtown Township, PA, 2017-19
- President, Walden Square Community (HOA) Association (PA), 2017-18

- Facilitator, Career Decision-Making Tools, George School Career Day, 2017
- Executive Committee, Bucks County Green Party, 2017-19
- Parent Association Volunteer: Admission and Career Pathways Committees, George School, 2016-18
- Member, Bucks County Environmental Coalition, 2016-17
- Social Media Coordinator, Bucks County Green Party, 2016-18
- Keynote Speaker, Green Party of Pennsylvania Convention, 2016
- Distribution/Parent Volunteer, *IndyKids* newspaper, 2012-15
- Board President, Plainsboro Village (NJ) Homeowners Association, 2013-15
- Parent Association Volunteer, Princeton Friends School, 2010-14
- Facilitator, Reclaiming the Conversation on Education conference, Barnard College, 2013
- Head of School Search Committee Chair, PIACS, 2009-11
- Staff Development, Ying-Hua International School, Princeton, NJ, 2007-2010
President, Ying-Hua Family Association; Ex-Officio Board Member; Chair, Community Service; Member, Strategic Planning; Ying-Hua International School, Princeton, NJ, 2008-10
- Facilitator, “Bumps in the Road on the Way to College Admissions,” South Bronx Prep High School College Access Fair, 2010

SERVICE: (cont.)

- Member, American Civil Liberties Union, 2008-present
- Local Organizer, Jumpstart Read for the Record, central NJ (Kiddie Academy of North Brunswick, NJ, Ying-Hua International School Princeton, NJ), 2006-09
- Member and Marketing Committee, New Jersey Gay Men’s Chorus, 2005-2010
- Parent Volunteer, Princeton Chinese Language School, Princeton, NJ, 2006-08
- Service Learning Coordinator, Sage Classroom, Montessori Country Day School, Plainsboro, NJ, 2006-07
- Reading Parent, Chau Chun Montessori Kindergarten School, Taichung, Taiwan, 2007
- Reading Parent, Montessori Country Day School, Plainsboro, NJ, 2005-07
- Facilitator, PS 161 Annual Career Day, Manhattan, NY, 2001-06.
- Board Member and Treasurer, New York Association for Gender Rights Advocacy (NYAGRA), 2000-05

SERVICE AND PROFESSIONAL MEMBERSHIPS:

American Association of Sex Educators, Counselors, and Therapists (AASECT)
-Conference Program Review Committee, 2019

American Counseling Association (ACA)

-ACA-NY member, 2011-present

-Public Awareness and Support Committee (PASC), 1998-01

-Co-Chair, PASC, 1999-01

- Contributor, *Competencies for Counseling Multiracial People*, 2015
<http://www.counseling.org/docs/default-source/competencies/competencies-for-counseling-the-multiracial-population-2-2-15-final.pdf?sfvrsn=10>
- Contributor, 2009 and 2016 CACREP standards revision processes

American School Counselor Association (ASCA)

- ASCA Foundation Scholarships Review Task Force, 2009-10
- Contributing Co-Editor, Advocacy Columns, *ASCA School Counselor*, 2006-08
- Contributor, ASCA Ethical Standards for School Counselors Revision, 2004, 2010

Association for Counselor Education and Supervision (ACES)

- Co-Chair, School Counseling Interest Network (SCIN), a.k.a., Transforming School Counseling and College Access Interest Network (TSCCAIN), 2011-15
- Executive Council, 2009-11
- Executive Director Search Committee, 2010-11
- SCIN Anti-Racism Committee, 2020- .
- Technology and Public Awareness Task Force, 2009-11

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

- Task Force on Challenging Reparative Therapy, 2008-10

Association for Specialists in Group Work (ASGW)

- Guest Editorial Board member, *Journal for Specialists in Group Work* Special Issue on Social Justice, 2009

SERVICE AND PROFESSIONAL MEMBERSHIPS: (cont.)

Chi Sigma Iota, Professional Counseling Honorary

- Advisor, Lehman College Tau Chapter, 1998-04

Comprehensive College and Career Counseling Consortium of New York (CCCCCNYS)

- Founding Co-Chair, 2014-present

Counselors for Social Justice (CSJ)

- Awards committee, 2007-11
- Past-President, 2004-05
- Nominations & Elections Chair, 2004-05
- President, 2003-04
- President-Elect, 2002-03
- Treasurer and Co-Founder, 1999-01

Dissertation Chair

- Dr. Charles Edwards, Oregon State University (2011-13) Title: “The Gendered Experience of Male Elementary School Counselors”

Evidence-Based School Counseling Conference

- Advisory Board, 2012-20
- Program Reviewer, 2017, 2018 Conferences

External Reviews for Tenure and Promotion

- Dr. Catherine Griffiths, University of San Diego, 2021
- Dr. Megan Speciale, Palo Alto University, 2021
- Dr. Jack Simons, Mercy College (NY), 2021
- Dr. Jennifer Watkinson, Loyola University of Maryland, 2015
- Dr. Matthew Lemberger-Truelove, University of New Mexico, 2014
- Dr. Jonathon Rust, SUNY New Paltz, 2014
- Dr. Eliza Dragowski, CUNY Brooklyn College, 2014
- Dr. Danielle Torres, Lewis & Clark University (OR), 2009
- Dr. Michael Chaney, Oakland University (MI), 2009
- Dr. Lourdes Rivera, CUNY Queens College, 2008
- Dr. Loan Phan, University of New Hampshire, 2007
- Dr. Carol Kaffenberger, George Mason University (VA), 2006

Illinois Counseling Association (ICA)

- Life Member as Past-President, 1997-98
- President, 1996-97
- President-Elect, 1995-96
- Past-President, Illinois Association for Multicultural Counseling, 1995-96
- President, Illinois Association for Multicultural Counseling, 1994-95

International Journal of Child, Youth, and Family Studies (Canada)

- Guest Editorial Board Reviewer, 2013

Journal of Asia Pacific Counseling (Korea)

- Guest Editorial Board Reviewer, 2014

SERVICE AND PROFESSIONAL MEMBERSHIPS: (cont.)

Journal of Counselor Preparation and Supervision (USA)

- Editorial Board, 2011-present

Journal of GLBT Issues in Counseling (USA)

- Editorial Board founding member, 2004-2016

Journal of Homosexuality (USA)

- Guest Editorial Board Reviewer, 2010

Journal of International Counselor Education (USA)

- Editorial Board founding member, 2009-2016

Journal of Personality (USA)

- Guest Editorial Board Reviewer, 2009

Metro New York City Counselor Educators

- Co-Founder, 1999
- Co-Chair, 1999-2003

National Association for College Admission Counseling (NACAC)

-Consultant, revision of 3rd edition of *Fundamentals of College Admission Counseling*

New York Association for Counselor Education and Supervision (NYACES)

-Member, 2014 New York State School Counselor Summit Steering Committee (NYSDOE), 2013-14

New York State School Counselor Association (NYSSCA)

-Co-Facilitator, School Counseling Graduate Students Mock Interviews and Resume Workshop, 2011

New York State Education Department (NYSED)

-Executive Council Member, School Counselor Summit, 2013-14

-School Counseling Advisory Council 2014-19

-Co-Chair, School Counselor Education Regulation Changes Committee, 2014-19

-Lead Writer, School Counseling and School Counselor Education Regulation Changes draft documents, 2015

North Atlantic Region Association of Counselor Educators and Supervisors (NARACES)

-Past-President, 2011-12

-President, 2010-11

-Conference Coordinator (New Brunswick, NJ), 2010

-President-Elect, 2009-10

-Conference Planning, 2006-10

-Task Force on Globalization, Internationalization, and Diversity, 2005-06

Professional School Counseling (USA)

-Editorial Board member, 2004-10

SERVICE AND PROFESSIONAL MEMBERSHIPS: (cont.)

Reviewer, American Counseling Association (ACA)

-*Group Counseling with LGBTQQIA Persons Across the Lifespan* (2015, Goodrich & Luke)

-*ACA Advocacy Competencies* (2009, Lewis, Ratts, & Toporek)

Reviewer, Corwin Press:

-*Achieving excellence in school counseling: Measuring motivation, self-direction, self-knowledge, and relationships* (2014, Squier, Nailor, & Carey)

-*School, community, and family partnerships: Your handbook for action (4th ed)* (2014, Epstein & Associates)

-*Cyber kids, cyber bullying, cyber balance* (2010, Trolley & Hanel)

-*Thinking and acting like a solution-focused school counselor* (2009, Parsons)

-*Thinking and acting like an eclectic school counselor* (2009, Parsons)

-*School counseling to close the achievement gap* (2007, Holcomb-McCoy)

Reviewer, Oxford University Press

- *Sexual orientation, gender identity, and schooling: The nexus of research, practice, and policy* (2015, Russell & Horn)

White House School Counseling and College Advising/Reach Higher Initiative
-Co-chair, NY delegation (NYCCCCC) 2014-2017.

Faith Deveaux, Ph.D.TITLE: **Associate Professor**DEPARTMENT: **Counseling, Leadership, Literacy, and Special Education****HIGHER EDUCATION****A. Degrees**

<u>Institution</u>	<u>Dates</u>	<u>Degree & Major</u>	<u>Date Conferred</u>
New York University	1989	Ph.D. Counseling Psychology	1989
New York University	1971	M.A. Counselor Education	1971
Skidmore College	1969	B.A. English Literature	1969

B. Additional Higher Education:

<u>Institution, Courses, Etc.</u>	<u>Dates Attended</u>	<u></u>
Beyond Sacred: Voices of Muslim Identity	Nov. 11, 2018	The New School, NY: NY
Maxine Greene Institute at the Met	Nov. 2, 2018	New York, NY
New York Mental Health Counselors Assn. Convention	April 13-15, 2018	Albany, NY
Higher Education Teaching and Learning International Conference	June 28-30, 2017	Paisley, Scotland
American College Counseling Assn. National Conference	February 16-19, 2017	Tampa, Florida.
Digital Writing Across the Curriculum	Spring, 2015	Lehman College
Danielson Training	Spring, 2015	Lehman College
Academic Chairpersons Conference	February 12-14, 2014	Jacksonville, Florida

Additional Higher Education, continued:

Westchester Center Psychological Education	April 28, 2013	College of New Rochelle, NY
Adventures on the Electronic Frontier: Ethics and Risk Management in the Digital Era		
Teacher Educator Conference	February 14 – 17, 2010	Chicago, Illinois
American Counseling Assn. Conf.	March 18-22, 2010	Pittsburgh, PA
Improving University Teaching Conf.	July 14 – 17, 2009	Vancouver, Canada
ETech Training, Lehman	Fall, 2009	Smartboard Certification
Lincoln Center Institute	7/06/09 – 7/08/09	Aesthetic Education Inquiry & Imagination Advanced Workshop Counselor Education
American Counseling Association World Conference	3/19/09 - 3/23/09	
Lincoln Center Institute	7/20/08 – 7/23/08	Aesthetic Education Advanced Training
Lincoln Center Institute	7/18/07 – 7/20/07	Aesthetic Education Advanced Training
Lincoln Center Institute	7/17/06 - 7/20/06	Aesthetic Education
Cape Cod Institute	6/26/06 - 6/30/06	Orthopsychiatric Symposium
Writing Across the Curriculum	5/30/06 - 6/2/06; 9/06-5/07; 08	Lehman College
NYSATE/NYACTE	10/28/04 - 10/29/04	The Role of Higher Education
Lehman College Retention	9/10/04	Title V Student Development Database
NYSATE/NYACTE	4/21/04 - 4/23/04	Hot Topics in Education
CUNY Training and Development	12/3/03 - 12/5/03	Department Chair Leadership
Ackerman Institute Family Therapy	11/14/03	Rituals for Loss, Healing and Celebration
American Counseling Assn. Conf.	3/25/00 - 3/29/00	Formatting our future
International Council of Psychologists	8/23/99 – 8/25/99	The spiritual side of

Annual Convention
end

Additional Higher Education, continued:

American Counseling Assn. World Conference	4/13/99 – 4/17/99	Advocacy: A voice for our clients and communities
North Atlantic Association of Counselor Educators and Supervisors Annual Conference	9/27/98 - 9/28/98	Connect, cooperate and contribute
American Counseling Association World Conference	4/4/97 – 4/7/97	Minding our image
Teachers College Columbia University Winter Roundtable	2/14/97 – 2/15/97	Families and environmental influences in cross- cultural psychology and education
American Counseling Association World Conference	4/10/96 – 4/14/96	Confluence in counseling
American Counseling Association World Conference	4/26/95 – 4/30/95	Diversity through the art of counseling
Teachers College Columbia Univ. Winter Roundtable	2/18/94 - 2/19/94	Cross-cultural counseling and psychotherapy: Race and Gender
New York State Psychological Association	2/4/94	Training in crisis management and debriefing Techniques in dealing with disaster, trauma, and post- traumatic stress disorder
Teachers College Columbia University Winter Roundtable	2/19/93 – 2/20/93	Cross-cultural counseling and psychotherapy
Teachers College Columbia University Winter Roundtable	2/21/92 – 2/22/92	Cross-cultural counseling and psychotherapy: Organizational Context
Westchester Psychological	9/28/91	Working with Groups

Association

Additional Higher Education, continued:

Kingsbridge Heights Community Center	1988-1991	Family Therapy Training Program
Yale University	1981	Learning Potential Assessment Training
Institute for Psychoanalytic Training and Research (IPTAR)	1972-1975	Three year psychoanalytic training program

EXPERIENCE

A. Teaching

Institution	Dates	Rank	Department
Lehman College	2002 - present	Associate Professor	Counseling, Leadership, Literacy, & Special Education (formerly: Specialized Services in Education)
Lehman College	1991- 2001	Assistant Professor	Specialized Services in Education
Lehman College	1990-1991	Adjunct Asst. Professor	Specialized Services in Education
Baruch College	1974-1976	Instructor	Department of Compensatory Programs
New York University	1972-1975	P/T Instructor	Depts. of Human Relations & Counselor Education

B. Other Experience

Institution	Dates	Title
Kingsbridge Heights Community Center Bronx, NY	4/90 - 8/91	Director, Clinical Services: Parent and Child Family Counseling Program; Child Sexual Assault Treatment and Prevention Program; Teen Pregnancy and Parenting Program
Kingsbridge Heights	10/84 - 4/90	Established and directed Parent and

Community Center
Bronx, NY

Child Family Counseling Program to
prevent child abuse and neglect

EXPERIENCE continued:

The Children's Village
Dobbs Ferry, NY

1982 - 1984

Psychology Resident & Case Manager
Residential Treatment Center

The Children's Village
Dobbs Ferry, NY

1981 - 1982

Clinical Psychology Intern
APA approved

Manhattanville College
Purchase, NY

1981 - 1982

Counselor Counseling Center

Bronx Educational Services
Bronx, NY

1981

Testing and evaluation Adult Literacy School
consultant

University Settlement
House
New York, NY

1977 - 1981

Director

Established and directed trilingual
Talent Search Project to promote
access to higher education for first
generation students

New York University
Medical Center,
Institute for
Rehabilitation Medicine
New York, NY

1976

Rehabilitation Counselor

Vocational Services and hospital
treatment team member

Kings County Hospital
Brooklyn, NY

1972 - 1974

Assistant Director

Pediatric Family Services Dept.

New York University
New York, NY

1970 - 1972

Administrative Assistant

Division of Human Relations

ACADEMIC AND PROFESSIONAL HONORS

Diplomate: International Academy of Behavioral Medicine, Counseling and Psychotherapy (IABMCP), 2008-present

President: Gender and Culture Division, Westchester County Psychological Assn. 2013-2016

Editorial Review Board, *International Journal of Multicultural Education*, 2009 - 2013

Nominated Teacher of the Year award: 2001, 2002, 2010, 2011
Lehman College

Member 1995-present; Faculty Advisor 2003 – 2018; 1993-1999: Chi Sigma Iota Tau, International Counseling Academic and Professional Honor Society

Book Review Board, *The Family Journal*, 2004-2005

Professional Development/Outstanding Leadership Award: 2001
International Association of Marriage and Family Counselors

Chair, National Human Rights Committee, American Counseling Association 2001-2002

American Counseling Association Representative: LEADERS COUNT conference
Teachers College, Columbia University
September 13-14, 2000

Member, National Human Rights Committee, American Counseling Association, 1999-2001

Editorial Board: *Journal of Spiritual and Religious Values in Counseling*
1997-2000

Co-chair, Alliance Project, Association of Counselor Education and Supervision, 1998

Chair, Human Rights Task Force: 1998-2000
International Association of Marriage and Family Counselors (IAMFC)

Co-chair, Social Policy and Legislation Committee: 1998-2000 (IAMFC)

First Annual PRISM Award: 1995

First recipient of the Annual Prism Award, given by the Lehman College President's Committee on Pluralism and Diversity, for work in addressing pluralism and diversity issues on campus and fostering communication among different groups at the College.

ACADEMIC AND PROFESSIONAL HONORS continued:

Panel of Experts: American Psychological Association Commission on Ethnic Minority Recruitment, Retention and Training. 1994 - 2002

Philip Zlatchin Memorial Award 1986

New York University, given by the Division of Counseling Psychology for commitment to public service and recognition of distinction in the field of counseling.

National Board Certified Counselor #54257 1998 - 2013

PUBLICATIONS (since 2003)

Deveaux, F. (2014). Freud and psychoanalytic theory. In R. D. Parsons & N. Zhang (Eds.), *Counseling Theory: Guiding reflective practice*, (pp. 81-108). Thousand Oaks, CA: Sage Publications.

Deveaux, F. (2014). *Charting junior faculty to success in the academy*. Proceedings of the 31st Academic Chairpersons Conference. Kansas State University.

Deveaux, F. (2011). Using the arts to develop multicultural competencies in future counselors, *Association for Creativity in Counseling Bulletin*, 3, 18-20.

Deveaux, F. (2009). The family life cycle. In American Counseling Association (Ed.), *The ACA encyclopedia of counseling*. Alexandria, VA: American Counseling Association.

Deveaux, F., Donas, E., Perry-Ryder, G. (2008). Teaching and learning aesthetic education: Relevance and reflection. In *Expanding notions of excellence in K-18 learning communities: Aesthetic Education Conference Proceedings*.
http://qcpages.qc.cuny.edu/Education/equity_studies_research_center.htm

Deveaux, F. (2008). [Review of Family Behavioral Issues in Health and Illness], *The Family Journal: Counseling and Therapy for Couples and Families*, 16, 185-186.

Deveaux, F. (2005). [Review of communications among grandmothers, mothers, and adult daughters: A qualitative study of maternal relationships], *The Family Journal: Counseling and Therapy for Couples and Families*, 13, 510-511.

Deveaux, F. (2004). [Review of Journal of Intergenerational Relationships: Programs, Policy, and Research, 1,1], *The Family Journal: Counseling and Therapy for Couples and Families*, 12, 213-214.

PUBLICATIONS continued.Other Peer Reviewed Writing for National Accreditation:

2003-2008: Council for Accreditation of Counseling and Related Educational Programs (CACREP)
8 volume submission with multiple peer reviews: Full and complete accreditation received: 2008.

Non-peer reviewed publications:

Gender and Culture column: *The Westchester Psychologist*: October, 2013; December, 2013; February, 2014, April, 2014; October, 2014, December, 2014, February, 2015, June, 2015; October, 2015.

PUBLICATIONS continued (prior to 2003)

Polirstok, S., Delisle, R., Deveaux, F., Gottlieb, B., Qian, G., Thompson, P., Zuss, M., (2002).

The learning circle model: A vehicle for exploring critical perspectives in teacher education.
Eric Clearinghouse on Teaching and Teacher Education, Washington, D.C.

Deveaux, F. (2001). Complexities uncovered: Intergenerational considerations of sociocultural contexts. In Roth, R. & Farley, F. (Eds.) *The spiritual side of psychology at century's end, Proceedings of the 57th Annual Convention of International Council of Psychologists* Salem, Massachusetts, USA. Lengerich: Pabst Publishers.

Deveaux, F. (2001). [Review of Forgive your parents: Heal yourself]. *The Family Journal*, 9, 352-353.

Deveaux, F. (1999). [Review of Case studies in couple and family therapy]. *The Family Journal*, 7, 415.

Deveaux, F. (1997). Social activism and advocacy: The time is now. *The Family Digest*, 10, 6.

Deveaux, F. (1997). Bridging the intercultural divide: Assessing the educator. In B. Bain, H. Janzen, J. Paterson, L. Stewin, A. Yu, (Eds.), *Psychology and education in the 21st century: Proceedings of the 54th annual convention, International Council of Psychologists (102-107)*. Edmonton, Alberta, Canada: ICPress.

Deveaux, F. (1997). The triadic partnership: School, home and community. *Journal of Family Psychotherapy*, 8, 43-51.

Deveaux, F. (1996). [Review of Treating the changing family: Handling normative and unusual events]. *Counseling Today*, 33.

Deveaux, F. (1995). Intergenerational transmission of cultural family patterns. *Family Therapy*, 22, 17-23.

PUBLICATIONS continued:

Deveaux, F. (1995). [Review of Families and Forgiveness: Healing Wounds in the Intergenerational Family]. *Families in Society*, 76, 387.

Deveaux, F. (1995). [Review of Counseling Across Cultures 3rd ed.]. *Journal of Multicultural Counseling and Development*, 23, 194-195.

Deveaux, F., & Lubell, I. (1994). Training the supervisor: Integrating a family of origin approach. *Journal of Contemporary Family Therapy: An International Journal*, 16, 291-299.

UNPUBLISHED WORK (Supported by Evidence)**a.** Works accepted for publication

Deveaux, F. & Martines, D. (2016). Consultation for school counselors. In Danielle Martines. *Multicultural consultation: Interventions for culturally diverse populations*. New York, New York: Rowman and Littlefield Publishers.

b. Works submitted for publication with revision

Deveaux, F. The arts as a bridge to multicultural competence. *The Constructivist Journal*.

c. Work in progress

Deveaux, F. Social justice and multicultural consultation in schools: Advancing counselor professional identity. *Journal of Humanistic Counseling*.

Deveaux, F. Integrate aesthetic education to build multicultural competencies in counselor education: A teaching and learning approach. *Journal of Creativity in Mental Health*.

CACREP Self-Study for National Re-Accreditation

PRESENTATIONS: Refereed:

Bringing aesthetic education experiences into counselor education: An innovative approach: April 13 – 15, 2018, New York Mental Health Counselors Association Convention, Albany, New York

Using the arts to cultivate a classroom environment of inclusive and diverse Learning: June 28-30, 2017, Higher Education Teaching and Learning (HETL) International Conference, Paisley, Scotland.

The genogram as a cultural diversity bridge: March 15-20, 2017, International Family Therapy Association (IFTA) International Conference, Malaga, Spain.

Jibe Ho: Get ready for the journey and course corrections toward college success for all students. February 16-19, 2017, Annual American College Counseling Association National Conference, Tampa, Florida.

Charting junior faculty to success in the academy: February 12-14, 2014, Academic Chairpersons Conference, Jacksonville, FL.

Innovative strategies for teaching and learning in Counselor Education: March 18-22, 2010, American Counseling Association International Conference, Pittsburgh, PA.

Promoting critical thinking, literacy, and imagination through art and poetry: February 14 – 17, 2010, Annual meeting of the Association of Teacher Educators (ATE), Chicago, IL, (with A. Gulla, A. McNamee, L. Pinhasi-Vittorio, A. Zakin)

Cross disciplinary collaboration based on integrating the arts and imagination into teaching: July 14 – 17, 2009, 34th International Conference on Improving University Teaching, Vancouver, Canada.

Using the arts to promote literacy through poetry April 22-24, 2009, New York Association of Colleges for Teachers Education, Saratoga Springs, New York (with L. Pinhasi-Vittorio and A. Zakin)

Reciprocal visions for teaching and learning (invited): March 5, 2009, Leonard Lief Library, Lehman College, Bronx, NY (with N. Dubetz).

Engaging students for success (invited): November 13, 2008. Leonard Lief Library, Lehman College, Bronx, NY (with N. Dubetz).

Maintain Counselor Identity With Collaboration Not Competition: October 12-14, 2008, North Atlantic Region Association of Counselor Education and Supervision, Portland, Maine.

Aesthetic education in coursework: Notice, describe, connect, discover possibilities; Panel of Experts: July 27-31, 2008, 33rd International Conference on Improving University Teaching, Glasgow, Scotland (with S. DeMinco, A. Gulla, & J. Kremenitzer).

Integrating aesthetic education into teaching: July 27-31, 2008, 33rd International Conference on Improving University Teaching, Glasgow, Scotland.

Unlearning Oppression through Bringing Imagination into Our Work: April, 2008, New York State Assoc. for Teacher Educators/New York Assoc. for Teacher Education (NYSATE/NYACTE) Spring Conference, 2008 (with colleagues from the Division of Education).

Teaching and Learning Aesthetic Education: Relevance and Reflection: April 24, 2007, National Conference on Aesthetic Education: Expanding Notions of Excellence in K-18 Learning Communities: Queens College, Queens, NY (with Ernesto Donas and Gail Perry-Ryder).

Teaching for Tolerance. November 7, 2006, Seventh Annual Professional Development School Conference, Moderator, Lehman College, Bronx, NY. (invited)

Teachers and counselors together: Let's get creative. October 12-15, 2006, North Atlantic Region Association of Counselor Education and Supervision, Lake George, NY.

Bridging the achievement gap in urban schools: A collaborative approach. June 26-30, 2006, Cape Cod Institute, American Orthopsychiatric Symposium, Eastham, MA.

How the leadership team promotes meaningful contextual change to address diversity and the achievement gap. April 21-23, 2004, NYSATE/NYACTE Spring conference, Saratoga Springs, NY.

The Action Research Process. June 15, 2004, Center for Teaching Excellence: Title V Action Research Summer Institute, Bronx, NY. (invited)

Lessons Learned in Transforming Counselor Education Programs in New York City Using the ASCA National Model and Modules from the Education Trust's National Center for Transforming School Counseling (with S. Chen-Hayes & R. Eschenauer). November 14, 2004, New York State School Counselor Association Conference, Purchase, NY.

Lessons Learned in Transforming Counselor Education Programs and Lessons Learned in Transforming Counselor Education Programs and P-12 School Counseling Programs in New York City Using the ASCA National Model and Modules from the Education Trust's National Center for Transforming School Counseling (with S. Chen-Hayes & R. Eschenauer). November 12, 2004, The Education Trust National Conference, Washington, D.C.

Lessons Learned in Transforming Counselor Education Programs and P-12 School Counseling Programs in New York City Using the ASCA National Model and Modules from the Education Trust's National Center for Transforming School Counseling (with S. Chen-Hayes & R. Eschenauer). October 14-17, 2004, No. Atlantic Region Assn. of Counselor Education and Supervision Conference, Mystic, CT.

Counseling Diverse Families: A Strengths-based Approach. October 17, 2003, New York State Psychological Association Division of Women's Issues 20th Anniversary Conference, Bronx, NY.

Accessing Family Culture: Counselor as learner in multicultural situations(with Dr. Twinet Parmer), March 20-25, 2000, American Counseling Association Annual World Conference, Washington, DC.;

Ethical considerations for treating minority families (with Drs. Kit Ng, Mary Arnold, and Mario Nieves), March 20-25, 2000, American Counseling Association Annual World Conference, Washington, DC.

Techniques in Multicultural Family Counseling (with Drs. Twinet Parmer, Susan Cameron, Azara Santiago, and Kit Ng), ACA Learning Institute, April 13-17, 1999, American Counseling Association World Conference, San Diego, Ca.

An intergenerational approach to cross cultural counseling, Sept 27-28, 1998, North Atlantic Region Association of Counselor Educators and Supervisors Annual Conference, York, Maine.

In-vivo Family Therapy: Counseling with five different cultural groups, April 4-7, 1997, American Counseling Association 46th Annual World Conference, Orlando, Florida.

Bridging the intercultural divide: Accessing the educator, July 24-28, 1996, International Council of Psychologists, 54th Annual Convention, Banff, Alberta, Canada.

The family of origin in counseling and clinical assessment: Construction and interpretation of the multigenerational family genogram, June 6, 1996, Bronx High Schools Clinical services Unit, Bronx, New York.

Educating the educators: The how-to of multicultural counseling training (with Dr. Twinet Parmer), April 20-24, 1996, American Counseling Association, 45th Annual World Conference, Pittsburgh, Pennsylvania.

Rethinking the Legacy: Accommodating Our Cultural Past, October 29-31, 1995, New York State Counseling Association, Thirtieth Anniversary Convention, Rochester, New York.

Transmission of Cultural Family Patterns, April 27-20, 1995, American Counseling Association, 44th Annual National Convention, Denver, Colorado.

PRESENTATIONS: Refereed continued:

Searching for Kindred Spirits: Building Active Learning Communities, November 11, 1994, (with S. Polirstok), CUNY Faculty Development Colloquium, Lehman College, Bronx, NY.

Optimizing the Influence of Cultural Background Using Family of Origin Material, July 13-16, 1994, International Congress of Family Psychology, Padua, Italy.

Bridging Cultural Diversity with Family of Origin Techniques, October 24, 1993, New York State Association for Counseling and Development, Annual Convention, Binghamton, New York.

Integrating a Family of Origin Approach in Counseling Supervision, October 3, 1993, North Atlantic Region Association of Counselors and Supervisors, Annual Conference, Cape Elizabeth, Maine.

Psychology and Social Consciousness, November 12, 1991, New York University, Phillip Zlatchin Memorial Lecture.

Involving Family Members in Assisting At-Risk High School Students, July 13, 1991, Edgemont High School in-service training, Scarsdale, NY.

PH.D. THESIS TITLE:

The Relation Between Locus of Control and Peer Sociability in Emotionally Disturbed Boys in Residential Treatment

COURSE AND CURRICULUM DEVELOPMENT:

2012 – present Bilingual Counselor Education Advanced Certificate; Prepared, revised and submitted and approved by College, University and New York State Education Department. Continues to be evaluated and revised as needed.

2015-2016 EDG 739: College Access Counseling (Supported by a grant from City University of NY)

2009-2010 EDG 748: Advanced Counseling Seminar
Developing course and materials on current topics for counseling candidates.
Review of evidence-based literature related to school counseling practice in areas such as counseling unique populations, grief counseling, post-traumatic stress, and role of spirituality.

2007-2008 CACREP Accreditation: Primary Coordinator for preparation, planning, and coordination
Full accreditation received in 2008.

2005-2007 CACREP Self-Study: Program Coordinator: responsible for development, preparation, review, submission and follow-up.

- 2002- 2006 Program development and development of Practicum and Internship Handbook and Frequently Asked Questions materials (with S. Chen-Hayes and R.Eschenauer). Coordinated Self-study for CACREP accreditation and put together 8 volumes of materials, including creating documents and writing reports.
- 1999 – 2001 Program development and course development and revision for Counselor Education Program. This was done in support of and preparation for NCATE Review and future CACREP submission. There were sixteen courses that were either developed or revised. The program mission and vision was evaluated and the entire program and curricula was redesigned and shaped, in part, considering the Lehman Urban Teacher/Counselor Education (LUTE) framework. (with S. Chen-Hayes; input from S. Polirstok & P. Thompson). The newly revised Counselor Education program was submitted and approved by CUNY and the New York State Education Department.
- 1994 - 1995 Developed course and material for
EDG 728: Cross-cultural counseling
45 hrs., 3 credits
- 1995 Developed brochure for graduate students in the
Guidance and Counseling Program

Courses taught:

EDG. 701:	Theories and Techniques of Counseling
EDG. 702:	Multicultural Counseling
EDG. 703:	Human Development
EDG. 705:	Group Counseling
EDG. 707:	Practicum in Counseling
EDG. 711:	Introduction to Counseling Theory
EDG. 712:	Practicum in Individual Counseling and Human Relations
EDG. 713:	Theory of Group Counseling
EDG. 714:	Practicum in Group Counseling and Interpersonal Relations
EDG. 719:	Theory of Community Education and Workshop Development
EDG. 720:	Practicum in Leadership and Workshop Development
EDG. 721:	The Theory of Change and Community Systems
EDG. 722:	Practicum in Change Agency and Consultation
EDG. 723:	Seminar in Counseling VII: Internship and Supervision
EDG. 724:	Seminar in Counseling VIII: Internship and Supervision
EDG. 728:	Cross Cultural Counseling
EDG. 735:	Family Counseling
EDG. 736:	Parenting in Diverse Families
EDG. 739:	College Access Counseling
EDG. 743:	Internship in Counseling I
EDG. 744:	Internship in Counseling II
ESS. 705:	Project Seminar I
ESS. 706:	Project Seminar II

Integration of technology:

Certified in use of interactive Smartboard for classroom instruction, and I use this with counselor education candidates in order to provide them with current pedagogical technology to use in their work in schools.

Engage students in the use of mediated discussion via Blackboard to promote students' writing and reflections. Appropriately use videography and introduce new technology, including open source, to provide candidates with useful classroom experiences that they can access as school counselors and provide their own students with the opportunities available through technology.

Integration of aesthetic education:

Based on The Lincoln Center Institute/Education (LCI/LCE) aesthetic education (AE) approach, I integrate inquiry-based AE components into my teaching to develop and promote appreciation of multiple perspectives and multicultural competencies. This involves my creation of innovative curriculum and strategies to promote learning. Students have attended plays and dance performances, commissioned by LCI/LCE, and visited the Metropolitan Museum of Art in NYC. Each event involves building associations to counseling and connecting the arts to multicultural counseling, empathy, noticing, making connections, and taking action. I have presented on this work to colleagues at conferences across the disciplines around the country and internationally.

GRANTS RECEIVEDa. Multiple

Deveaux, F. & Blachman, S. (2016) CUNY: \$10,000. Gifted and Talented Asynchronous Certificate Program Development.

Deveaux, F. (principal investigator), Bouknight, T. Chen-Hayes, S., Roberts, L. (2015) CUNY: \$1000. College Access Counseling Course Development.

b. Individual

Deveaux, F. Mid-Career Scholarship (2018) School of Education: \$500.

Deveaux, F. (2015) Digital Writing Across the Curriculum grant: Lehman College: \$750.

Deveaux, F. (2008) Association for Creativity in Counseling: \$250.

Deveaux, F. (2008) Advanced Faculty Writing Across the Curriculum Grant for development of best Practices in teaching: Lehman College: \$500.

Deveaux, F. (2006 - 2007) Faculty Writing Across the Curriculum grant: Lehman College: \$1000.

Deveaux, F. (2006) Faculty Writing Grant: Lehman College: \$500.

Deveaux, F. (2003). *The use of structured group activities with family-of-origin themes in developing multicultural awareness competencies in graduate counselor education students*. Title V Grant sponsored by the Center for Teaching Excellence of BCC of the City University of New York.

Deveaux, F. Developed and directed Child Abuse and Neglect Prevention Program for Kingsbridge Heights Community, designed to provide a range of services and assistance to at-risk families. New York City, Department of Human Resources Administration:

1989 - 1991: \$600,000 over 2 years

1987 - 1989: \$550,000 over 2 years

1985 - 1987: \$500,000 over 2 years

Deveaux, F. Developed and directed a tri-lingual counseling program for University Settlement House on the Lower East Side of Manhattan to provide services to first generation, low-income, minority students to increase and develop their options and opportunities for higher education. Program serves 1000 high school students annually. United States Department of Education.

1981 - 1984: \$350,000

1977 - 1981: \$300,000

Deveaux, F. Developed a Community Family Services Project for Kingsbridge Heights Community Center targeted to Bronx families in serious need of multiple services in order to stabilize and promote family functioning and well-being. Greater New York Fund/United Way

1987 - 1988: \$20,000

Grants Submitted:

Deveaux, F. (2010 submitted on behalf of D. Magaldi-Dopman, new faculty member) *Developing mindfulness intervention for educationally at-risk elementary school students for improved social and behavioral skills*. US Dept. of Education \$666,952.

Deveaux, F. (1997) *Transforming School Counseling: Partnership for Promise*, Education Trust. In 1999 this grant submission resulted in our being chosen a companion institution in the National Initiative for Transforming School Counseling.

Deveaux, F. *Intergenerational family patterns and the issues of first-generation college women*. PSC

SERVICE TO UNIVERSITY:

- 2008-2014 Committee for Inclusive Excellence, [Developing faculty diversity at the University]
- 2007-present Aesthetic Education Research and Development Committee
- 1996-1998 Elected Representative (alternate), University Faculty Senate
- 1996, 1997 Co-chair: CUNY Campaign for Charitable Giving
- 1992 Field reader: PSC-CUNY grants

SERVICE TO COLLEGE:

- 2018 – present Lehman L.I.F.E. (Leaders Involved for Everyone) Advisory Board
- 2018 5th Annual Global Citizenship Gala Committee
- 2017-present Lehman 50th Anniversary Steering Committee
- 2014-2016 Fellowship Awards Committee (elected)
- 2013-2016 Leonard Leif Library Executive Committee (elected)
- 2014-2016 Student Evaluation of Teaching Senate Ad Hoc Committee
- 2013-2017 Committee on Committees (elected)
- 2009-2013 PABSCOR Committee (elected)
- 2009 Presentation to Department Chairs on the mentoring of new faculty
- 2009-2011 College Senate (elected)
- 2009-2011 Fellowship Awards Committee (elected)
- 2009 College Tenure Committee (elected)
- 2008-2009 Dean of Arts and Humanities Search Committee
- 2008-2009 Associate Dean of Education Search Committee
- 2008 Presentation to Department Chairs on the mentoring of adjunct faculty
- 2003-2017 Faculty Personnel & Budget Committee, Member
- 2005-present Lincoln Center Education Executive Core Committee, Member
- 2011-2013 Advisory Board, Friends of Lehman Library
- 2010 Committee on Committees (elected)
- 2004-2011 Equivalency and Waiver Committee, Member, (elected: 2 terms)
- 2007-2012 Lehman College Center for School/College Collaborative: Advisory Board Member
- 2005-2008 Committee on Committees, Member, (elected)
- 2003-2008 College Promotions Committee, Member, (elected)
- 2006-2007 College Tenure Committee, Member (elected)
- 2006-2008 Fellowship Awards Committee (elected)
- 2005-2006 Facilities Strategic Planning Working Group, Member
- 2003-2004 Associate Dean of Education Search Committee
- 2003-present Lehman College Open House, Representative
- 2003-2004 Continuing Education Committee, Member
- 2001 Shuster Grant Committee, Member
- 1996-1999 President's Task Force on Teacher Education, Member
- 1996-1998 College Travel Committee, Member
- 1993-1999 University Faculty Senate, Elected Representative
- 1994-1999 Senate Library Committee, Elected Representative
- 1994-1998 Faculty Development Publishing Group, Chair and Developer
- 1999 Parent workshop for incoming freshman, Speaker and facilitator

SERVICE TO COLLEGE continued:

1998 *Skin Deep*, a discussion of diversity on college campuses, Moderator and facilitator
 1993-1999 Faculty Development Committee, Member
 1997 New York State Board of Regents, Forum on Campus Climate, Facilitator
 1995-1996 Employment Transition Committee, Member
 1995-1997 Mentoring Program, Member
 1995-1999 Pluralism and Diversity Committee, Member
 1992-2001 Admission and Financial Aid Workshops, Participant, 1992-2001
 1992-1994 Institute for Literacy Studies, Adult Learning Center, Volunteer Consultant

**SERVICE TO:
SCHOOL OF EDUCATION:**

2017 – 2018 Steering Committee Lehman Lecture events
 2012 - 2017 Professional Education Advisory Council
 2011 - 2013 IPAD Leadership Committee
 2011 - 2013 NCATE Dispositions Committee
 2009 Presentation to new faculty on the tenure and promotion process
 2003 - 2017 Executive Council Committee, Member
 2005-present Lincoln Center Institute Executive Core Committee, Member
 2008-2018 CACREP Liaison
 2003-2008 CACREP, Coordinator and Liaison
 2005-2008 Professional Development Network (PDN) Executive Committee, Member
 2001-2018 LUTE Awards Ceremony, Presenter and Committee Member
 2003-2007 NCATE Steering Committee, Member
 2006-2007 NCATE Diversity Committee, Member
 2007 *Partnership Celebration*, Facilitator
 2003-2004 NCATE Assessment Committee, Member
 2003-2004 Clinical Practice Committee, Member
 2003-2004 Research and Writing Advisory Committee
 2002-2003 Ad Hoc Committee on Reassigned Time, Member
 2000-2003 Professional Community Task Force, Member
 1999 Gear Up: Consultant and task force member
 1998-1999 LUTE Awards Committee, Member
 1994-1996 Thesis Seminar Task Force, Member
 1993-1994 Committee on New York State Certification Guidelines

SERVICE TO DEPARTMENT:

- 2003-2017 Department Chairperson (elected) Department of Counseling, Leadership, Literacy, Special Education (formerly Department of Specialized Services in Education)
- 2003-2005 Department Chairperson, Acting (elected), Dept. of Specialized Services in Education
- 2003-2017 Chair and member, Personnel and Budget Committee
- 2003-present Member, Personnel and Budget Committee
- 2014-present Coordinator, program developer & advisor: Bilingual Counselor Education Certificate
- 2003-2018 Faculty Advisor: Chi Sigma Iota International, Tau Chapter
- 2015-2016 Search Committee, Counselor Education
- 2009-2010 Search Committee, Special Education
- 2009-2010 Search Committee, Educational Leadership
- 2009-2010 Grade Appeals Committee
- 2003-2008 Coordinator, Graduate Program in Counselor Education
- 2003-2008 Coordinator, Counselor Education Self-Study documents for CACREP accreditation application
- 2007-2008 Chair, Search Committee, Counselor Education
- 2005-2007 Chair, Search Committee, Counselor Education
- 2004-2008 Chair, Search Committee, Educational Leadership
- 2003-2004 Chair, Search Committee, Literacy Studies
- 2002-2003 Chair, Search Committee, Counselor Education
- 2000-2003 Grade Appeals Committee
- 2003-present Faculty Advisor: Chi Sigma Iota (Tau), International Counseling Academic and Professional Honor Society
- 1993-1999 Professional Honor Society
- 1991-1999 Coordinator, Graduate Program in Guidance and Counseling/Counselor Education
- 1992-1999 Advisor, Graduate Student Counseling Organization
- 1992-1999 Elected Member, Chair, Departmental Curriculum Committee
- 1993-1998 Department Self-study Committee
- 1993-1999 Departmental Personnel and Budget Committee, Elected Member
- 1995-present Recruitment Committee

COMMUNITY AND PROFESSIONAL SERVICE (voluntary)

Editorial Board Member: New York State Mental Health Journal

Board member and President of Gender and Culture Division: Westchester County Psychological Assn.

Reviewer: Brooks/Cole: Text on Theory and Practice of Family Therapy and Counseling

Seeds of Peace Host for Educator Delegates from Egypt, Gaza, Israel, Bethlehem, and Jordan

Outside Evaluator: St. Johns University

Outside Dissertation Reviewer: University of Connecticut

American Counseling Association (ACA) Virginia Tech Pro-Bono Counseling Initiative

“Role of Counselor” Committee, New York City Department of Education

Middle School Coordinator, Fieldston School, Bronx, New York

Consultant, Team Image, Yonkers, NY

Board Member: Friends of Van Cortlandt Park. Chair: Youth Committee: Developed an educational and community service program for high school students; Member: Nominating Committee

COMMUNITY AND PROFESSIONAL SERVICE (voluntary) continued:

Member: Counselors' Roundtable, Department of Education, New York City

Consultant: Kingsbridge Heights Community Center, Parent and Child Program, Bronx, NY. Promote program activities and provide staff development aimed at improving family life and reducing child abuse and neglect.

Consultant: Kingsbridge Heights Community Center, Child Sexual Assault Treatment and Prevention Program: Staff development.

Consultant: Kingsbridge Heights Community Center, Options Program: Proposal, grant writing, and resource development to assist middle and high school students to achieve success as first generation college students.

MEMBERSHIP IN PROFESSIONAL SOCIETIES

American Counseling Association (ACA)

National Chair: Human Rights Committee 2001-2002

National member: Human Rights Committee 1999-2001

Association for Assessment in Counseling and Development

Association for Creativity in Counseling

National member of Strategic Planning Committee, 2008, 2009, 2010

Association for Multicultural Counseling and Development

Association for Counselor Education and Supervision

National co-chair: Alliance Project - 1998

Committee Member: Women in Mentoring Network

Association for Specialists in Group Work

Association for Humanistic Education and Development

Association for Spiritual, Ethical, Religious and Value Issues in Counseling

Editorial Board member Journal: 1997-2000

Counselors for Social Justice: Co-founder with professional colleagues

International Association of Marriage and Family Counselors

National Chair: Human Rights Committee, 1998-2000

National co-chair: Social Policy and Legislation Committee, 1996-1998

Committee member: Research Division 1995-1996

American School Counselors Association (ASCA)

Chi Sigma Iota: International Counseling Academic and Professional Honor Society, Member
Chapter Advisor, 2003-2018; 1993-1999

MEMBERSHIP IN PROFESSIONAL SOCIETIES, continued:

International Academy of Behavioral Medicine,
Counseling and Psychotherapy (IABMCP)
International Association of Marriage and
Family Therapy New York State
Counseling Association
Association for Multicultural Counseling
and Development Association for
Counselor Education and Supervision
School Counselor Association
New York Mental Health Counselors
Association Diversity
Committee
Nominations and
Elections Committee New
York State School Counselors
Association
New York City Metropolitan Counselors Association
North Atlantic Region Association for Counselor Education
and Supervision Member: International Task Force
2005-2006

Laura Roberts, Ph.D.TITLE: **Associate Professor**DEPARTMENT: **Counseling, Leadership, Literacy, and Special Education****A. Degrees**

Institution	Dates Attended	Degree & Major	Date Conferred
University of Connecticut	2003 – 2006	Ph.D., Counselor Education/Counseling Psychology	2006
Mercy College	2001-2003	M.S. Psychology	2005
Baruch College	1994 - 1997	M.S. Education	2003
Indiana University of PA	1988 - 1990	B.S. Communications	1990
Cobleskill, SUNY	1986 – 1988	Associates – Hotel Technology	1988

B. Additional Higher Education and/or Education in Progress

- 2018 - College Counseling: Supporting the Transition from High School to First-Year College Student [webinar]
- 2018 - Legal and Ethical Issues in the Treatment of Self-Injurious Behavior: Risk Management Considerations for Professional Counselors [webinar]
- 2018 – Chi Sigma Iota International Honor Society, Solution Focused Brief Counseling with Children and Adolescents: Tips and Strategies [webinar]
- 2018 - Beck Institute for Cognitive Behavior Therapy, Philadelphia, PA: 8 - week online course: CBT for Personality Disorders
- 2017 - Beck Institute for Cognitive Behavior Therapy, Philadelphia, PA: 8 - week online course: CBT for Anxiety
- 2016 – Beck Institute for Cognitive Behavior Therapy, Philadelphia, PA: 4 - week online course: The Essentials of CBT
- 2016 - Beck Institute for Cognitive Behavior Therapy, Philadelphia, PA: Attended a 3-day training on CBT and Depression and Suicidality at the Beck Institute in Bala-Cynwyd, Pennsylvania
- 2012 – 2013 - Dialectical Behavior Therapy Skills Training, DBT Chain Analysis Training & DBT Validation Principles & Strategies online learning seminar for purposes of understanding the principals of DBT. The Linehan Institute: Behavioral Tech
- 2012 - iPad training. Lehman College School of Education
- 2009 – Happiness: How Positive Psychology Changes our Lives: Cross County Education
- 2009 – Advanced Techniques in Brief Solution-Focused Counseling with Children, Adolescents, Parents, and Schools, American Counseling Association

EXPERIENCE:**A. Teaching**

Institution	Dates	Rank	Department
Lehman College	2008-present	Assistant Professor	Counseling, Leadership, Literacy and Special Education
St. Joseph's College	2008	Adjunct Professor	Marriage and Family Therapy

B. Other Experience

Institution	Dates	Rank
Futures, Inc., Middletown, CT	2007-current	Special Education Consultant
Futures, Inc., Middletown, CT	2003-2009	Director of Supplemental Education Services, Graduate Assistant Program Coordinator
Intercommunity Mental Health East Hartford, CT	2005-2008	Crisis/Intake Clinician, Family Support Group Facilitator
University of Connecticut Center of Excellence in Developmental Disabilities, Farmington, CT.	2004-2005	Research Assistant
Astor Home for Children, Bronx, NY	1999-2000	Special Education Teacher

ACADEMIC AND PROFESSIONAL HONORS:

- Lehman College Heroes Award, 2015
- Fellowship Nomination, Peer-To-Peer Mentor Research Team Academy Research: Langston University Rehabilitation Research and Training Center (RRTC) on Research and Capacity Building for Minority Entities, 2014
- Rising Scholar, Featured in Lehman College School of Education, 2013
- Emerging Leaders Nomination, Association for Counselor Education and Supervision, 2010
- 'Ohana Honors Award, American Counseling Association, 2009.
- Full graduate assistantship: University of Connecticut, Neag School of Education, 2003-06
- Full graduate assistantship: Mercy College, Psychology Department, 2001-2003

PUBLICATIONS (last six years only):

Refereed journals:

Marshall, A. & **Roberts, L.** (2017) Listening to the voices of interns in a clinical residency model. *Excelsior Leadership in Teaching and Learning*.

DeSimone, J. R., & **Roberts, L. A.** (2016). Fostering collaboration between preservice educational leadership and school counseling graduate candidates. *The Journal of Counselor Preparation and Supervision*, 8(2), 1-18.
<http://dx.doi.org/10.7729/82.1081>

Marshall, A. & **Roberts, L.** (2016) Listening to and understanding the needs of mentor teachers in a clinical residency teacher preparation program: A critical piece of the puzzle. *Excelsior Leadership in Teaching and Learning* 10(2), XXX-XXX (50%)

Roberts, L., & Bouknight, T. (2015). Principals and school counselors: Separate entities in identifying achievement gaps in college readiness for African-American students with disabilities. *Journal of Cases in Educational Leadership*. 18(4), 284-293. (50%)

Magaldi-Dopman, D., Marshall, A. M., Rivera-McCutchen, R. L., & **Roberts, L. A.** (2015). AcaDames: Living and working towards tenure. *Journal of Faculty Development*, 29(3), 37-42. (25%)

Karan, O., & **Roberts, L.** (2013) Preparing students with disabilities for adulthood using the competency-based community assessment: A case study. *Exceptional Individuals*, 35 (1), 7-15. (50%)

Roberts, L. (2012). School Counselors as key personnel in helping improve the transition outcomes of students with significant disabilities. In G. R. Walz, J. C. Bleuer, & R. K. Yep (Eds.), *Ideas and research you can use: VISTAS 2012* (pp. 1-12). Retrieved from <http://www.counseling.org/>

Roberts, L., & Karan, O. (2012). The competency-based community assessment: A five-step process. *Journal of the American Academy of Special Education Professionals (JAASEP)* (pp. 124-130). Retrieved from <http://aasep.org/aasep-publications/journal-of-the-american-academy-of-special-education-professionals-jaasep/jaasep-fall-2012/> (50%)

Roberts, L., & DeSimone, J. R. (2010). Fostering a positive relationship between parents and key school stakeholders in urban schools throughout the IEP process. *Exceptional Individuals*, 34(4), 7-13. (50%)

Karan, O., DonArora, P., Bruder, M., & **Roberts, L.** (2010) Transitional assessment model for students with severe and/or multiple disabilities. *Intellectual and Developmental Disabilities, 48*(5), 387-392. (40%)

Roberts, L., Bouknight, T., & Karan, O. (2010). The school counselor's role on behalf of college-bound special education students. *The American Counseling Association, Vistas 2010 Online Library* (pp. 1-10. (40%)

Non-refereed publications:

Roberts, L. (in press). Tips for how professional school counselors can assist students with anxiety. <https://anxietyreliefproject.com/>

Roberts, L. (May 2018). Cognitive Behavior Therapy Techniques for Addressing Anxiety in Students. (Published Conference Proceedings) Transformative Practices & Restorative Justice Conference.

Karan, O, C., and **Roberts, L.** Preparing students with disabilities for adulthood. *In Children during Transition from Institution to Society*. University of Ankara press, Ankara, Turkey. (Published Conference Proceedings).

Roberts, L., Marshall, A.M., Fayne, H., Espinosa, C., & Rodriguez, V. (2013). *The Impact of relationships on school/college partnerships*. Math UP Technical Report retrieved from <http://www.lehman.edu/academics/education/math-up-program/documents/AACTERelationshipsRoundtable-4-4.pdf>.

Participated in the production and script of the following DVD:

Chen-Hayes, S. F., Saud Maxwell, K., & Bailey, D. F. (2009). *Equity-focused school counseling: Ensuring career and college readiness for every K-12 student*. DVD. Alexandria, VA: Alexander Street Press/Microtraining.

PUBLICATIONS (Prior to “last six years”)

DISSERTATION

Roberts, L. A. (2006). Student attendance in supplemental education services: A provision of the No Child Left Behind Act as it relates to parental satisfaction. *ProQuest Dissertations and Theses*. (Accession Order No. AAT 3249553)

GRANTS RECEIVED

A. Multiple

City University of New York Academic Affairs College Access/Admission Counseling Course Grant (2014) \$4,000 Awarded collaboratively with Drs. Stuart Chen-Hayes, Faith Deveaux, and Tamisha Bouknight to develop Lehman College’s first College

Access Counseling course.

Diversity Projects Development Fund Award (2013) \$5,000 (Bacon, J., Bayne, G., Athayde, O., Christian, M., Levey, S., Parra, M., **Roberts, L.**, Rothstein, A. & Torres, A. Project title: “Culturally Relevant Teaching and Universal Design for Learning”

School of Education Faculty Scholarship Fund. (2012-13) \$1000 (Bouknight, T., Magaldi-Dopman, D., Marshall, A.M. & **Roberts, L. A.**) Project title: “Acadames: Negotiating the Journey from Junior Faculty to Tenure”

B. Individual

George N. Shuster Fellowship Award. Examining the Experiences and Perceptions of College Professors Teaching Inclusive Courses with Students with Autism Spectrum Disorder - 2010 (\$930)

GRANTS SUBMITTED

David, Helen and Marian Woodward Fund – Watertown. A pilot and Refine a Therapeutic Model Addressing Social Skills/Anxiety of Adolescents and young adults with Special Needs. Rothstein, A. & **Roberts, L** (\$5,360)

George N. Shuster Fellowship Award. Professors Perceptions and Attitudes toward Teaching Students with Autism Spectrum Disorder: (\$889.70)

Project REACH (Resources and Education on Autism as CUNY’s Hallmark). Improving Post-Secondary Outcomes for Students with Autism - 2012 (\$20,000)

CVS Caremark Charitable Trust Grant: Programs Serving Children with Disabilities. The Lehman College District 75 Inclusion Program Bronx is Blooming (\$50,000)

PSC-CUNY Research Award Program (Tradition A): Professors Perceptions and Attitudes toward Teaching Students with Autism (\$3,500)

ACCREDITATION: REPORTS/REVIEWS: (Last five years)

Lead Author, CACREP self-study, Follow-up Addendum for Counselor Education/School Counseling M.S.Ed.. program re-accreditation (2016 standards), 2018

Lead Author, CACREP self-study Addendum for Counselor Education/School Counseling M.S.Ed.. program re-accreditation (2016 standards), 2018

Co-Author, CACREP self-study for Counselor Education/School Counseling M.S.Ed.. program re-accreditation (2016 standards), 2017

CURRICULUM MATERIALS: (Last five years)

Created key assessments and rubrics for demonstrating progress on Key Performance Indicators (KPI) for CACREP (2018-19)

Revised Course Syllabi with new program and learning objectives and assessments for CACREP Self-Study, 2016-17

Co-developed new course: EDG 739 College Access Counseling, 2015

PRESENTATIONS REFEREED:

Roberts, L. (May 2018). Cognitive Behavior Therapy Techniques for Addressing Anxiety in Students. Presented at the 2018 Transformative Practices & Restorative Justice Conference. Bronx, NY.

Magaldi, D. Marshall, A.M. Rivera-McCutchen, R., & **Roberts, L.** (March 2017) AcaDames: Diverse Female Junior Faculty Living and Working Towards Tenure. Presented at 2017 CUNY Faculty Diversity and Inclusion

Roberts, L. (May 2016). If I Avoid Doing My School Work, No One Will Know that I am Incompetent: Understanding Core Beliefs that Drive Unhelpful Thoughts, Feelings, and Behaviors and how to Foster Positive Ones! To be presented at the 2016 Transformative Practices & Restorative Justice Conference. Bronx, NY.

Bouknight, T. M., Dopman, D., Marshall, A., Rivera-McCutchen, R., **Roberts, L. A.** (April 2015). Annual Meeting, "Acadames: Negotiating the journey from junior faculty to tenure," American Educational Research Association, Chicago, Il.

- Roberts, L.,** DeSimone, J. (October 2014). Fostering Collaboration between Pre-service Educational Leadership and School Counseling Graduate Candidates. Presented at the 2014 New York State, School Counseling Association. Annual Conference. Albany, NY.
- DeSimone, J., **Roberts, L.** (October 2014). Bridging the Gap between Preservice Educational Leaders and School Counselors through Collaboration and Reflective Dialogue. Presented at the 2014 New York Association for Colleges for Teacher Education Annual Conference, Saratoga Springs, NY
- Athayde, O., Bacon, J., Bayne, Levey, S., G., Parra, M., **Roberts, L.**, Rothstein, A. (April 2015 - under review). *Diversity development in faculty teaching: Universal design for learning, culturally relevant instruction, and cogenerative dialogues*. For presentation at the 2015 American Educational Research Association Annual Meeting, Chicago, IL
- Bouknight, T., Magaldi-Dopman, D., Marshall, A.M., Rivera-McCutchen, R. L. & **Roberts, L. A.** (April 2015 - under review). *Acadames: Negotiating the journey from junior faculty to tenure*. Presented at the 2015 American Educational Research Association Annual Meeting, Chicago, IL
- Roberts, L.,** & Kirtcheva, E. (October 2013). Perceptions of Roles in Mentor/Mentee Relationships: Findings of a Teacher Education Partnership Program. Presented at the American Evaluation Association Annual Conference. Washington, DC.
- Fayne, H., Marshall, A., **Roberts, L.**, Espinosa, C., & Rodriguez, V. (February 2013). The Impact of Relationships on School/College Partnership Success. American Association of Colleges for Teacher Education Annual Conference. Orlando, Fl.
- Roberts, L.** (October 2012). Perceptions of Professors Teaching Courses that Include Transition-Aged Youth with Autism. New York State Council for Exceptional Children Annual Conference. Saratoga Springs, N.Y.
- Roberts, L.** (October 2012). Establishing Effective Mentor Relationships between Pre-Service Teaching Candidates and Experienced Teachers. Council of the Great City Schools, Annual Conference. Indianapolis, IN.
- Espinosa, C., Coffey, D., **Roberts, L.,** & Rothstein, A. (February 2012). Imagining Success: Improvement of teacher preparation for urban schools. Presented at the American Association of Colleges for Teacher Education Annual Conference. Chicago, Il.
- Coffey, D., Plata, T., **Roberts, L.,** & Weinstein, A. (February 2012). Transforming Teacher Preparation and Urban Schools through Partnerships. Presented at the American Association of Colleges for Teacher Education Annual Conference. Chicago, Il.

Roberts, L., & Karan, O. (October 2011). Fostering Collaborative Relationships between Parents and Educational Staff throughout the IEP Process. Presented at the New York State Council for Exceptional Children Annual Conference. Rochester, NY.

DeSimone, J. R., & **Roberts, L.** (May 2011). Promoting Collaborative Relationships between Parents and Schools throughout the IEP process. Young Adult Institute International Conference. New York, NY.

Roberts, L., & DeSimone, J. R. (October 2012). Fostering Collaborative Relationships between Parents and Educational Staff throughout the IEP Process. New York State Council for Exceptional Children Annual Conference. Saratoga Springs, NY.

Roberts, L. & Karan, O. (September 2010). Transition assessment for students with disabilities: Introducing the Competency Based Community Assessment. North Atlantic Region Association of Counselor Educators & Supervisors conference. New Brunswick, NJ.

Bouknight, T. & **Roberts, L.** (September 2009). Creating enhanced social networks between students with disabilities and general education students through the implementation of the Circle of Friends Curriculum. Association for Counselor Education & Supervision conference. San Diego, CA.

Chen-Hayes, S. F., Bouknight, T., & **Roberts, L.** (September 2009). Equity-Focused School Counselor Education: Ensuring Career and College Readiness for Every K-12 Student. Association for Counselor Education & Supervision conference. San Diego, CA.

Roberts, L., & Bouknight, T. (March 2009). Transitional Barriers for Students with Disabilities in Urban Settings.” American Counseling Association. Charlotte, NC.

Roberts, L., & Bouknight, T. (September 2008). Inequity in Transitional Services for Students with Disabilities in Urban Settings. North Atlantic Region Association of Counselor Educators and Supervisors. Portland, ME.

PRESENTATIONS, INVITED:

Roberts, L. (May 2016). Pelham Gardens Middle School, Annual Career Day, Guest Presenter, “What is it like to work as a counselor educator? Bronx, NY.

Roberts, L., (April 2014). Expert Panelist: How to support the improvement of school counseling through professional development consistent with NYS Professional Development Standards (2008) and Teaching Standards (2011). New York State School Counselor Summit of 2014. Albany, NY.

Roberts, L. (April 2013). Transition Assessment and Planning for Students with Disabilities: Helping Students Achieve Success in Adulthood. United Federation of Teachers School Counselor Conference, NY, NY.

Roberts, L., & Marks, E. (March 2013). Understanding Individuals with Disabilities. YMCA Lecture Series.

Karan, O., & Roberts, L. (February 2013). The competency-based community assessment: A transitional assessment model for children and adolescents with intellectual disability. Keynote address Presented at the symposium entitled Children During Transition from Institution to Community. Sponsored by the Department of Children and Adolescent Psychiatry at Ankara University. Ankara, Turkey.

Roberts, L. (December 2012). The use of digital storytelling in course assignments for graduate students. Lehman College School of Education, Department of Educational Technology. Bronx NY.

Roberts, L. (October 2012). An exploratory study examining the perceptions and attitudes of college professors teaching students with autism. Lehman College School of Education Brownbag Presentation Series. Bronx, NY.

Roberts, L. (May 2010). What is it like being a professor? Community Outreach Committee at Green Dot New York Charter School Annual Career Day, Bronx, NY.

Roberts, L. (December 2009). Taking Advantage of Support Services: High School and College.” Lehman College Counselor Workshop, Making the Transition to College: Challenges and Opportunities. Bronx, NY.

Roberts, L. (October 2009). Why Use Blogs in Course Assignments? Lehman College Division of Education Online Teaching & Learning Course Showcase. Bronx, NY.

Roberts, L. (November 2009). Exploratory Study: Perceptions of Individuals Working with Students with Autism.” Lehman College Division of Education Brownbag Presentation Series. Bronx, NY.

Roberts, L. (November 2009). Theory of Mind: Looking Inside the Mind of Children with Autism.” Parents of A.N.G.E.L.S monthly meeting, Bronx, NY.

SERVICE TO THE COLLEGE

Designee, The Academy for Career and Living Skills Inclusion Program (2014 -present)

Liaison, Leonard Lief Library (2013 – 2015)

Member, Instructional Support Services Faculty Advisory Committee (2009 – 2011) Member, George N. Shuster Fellowship Award Committee (2009 – 2011)

Colloquium Chair: New ways of looking at adults and teens on the autism spectrum with
Michael John Carley (May 3, 2010)
Member, Assessment Committee (2008 – 2009)

SERVICE TO THE SCHOOL OF EDUCATION

Coordinator, Lehman College/District 75 Partnership Program for Students with Autism from
P811X (2008 – 2014)
Co-Developer, New York State Teaching Certification Exam: Educating All Students (EAS):
Training Module for Faculty and Students for Competency 0003 - Students with
Disabilities and other Special Learning Needs (2014)
Member, Strategic Educational Technology Planning Committee (2010 – 2015)
Member, Online Teaching & Learning Committee (2008 – 2010)

SERVICE TO THE DEPARTMENT

Liaison, Council for Accreditation of Counseling and Related Educational Programs (CACREP)
(2018)
Member, Faculty Search Committee, Organizational Leadership (2018-19)
Deputy Chair (2017 – present)
Counselor Education Advisory Council Committee, Member (2017 – present)
Member, Council for Accreditation of Counseling and Related Educational Programs
(CACREP) Self-Study Committee (2017 – current)
Faculty Advisor (back up) Chi Sigma Iota International Honor Society, Tau Chapter (2012 –
current)
Member, Personnel and Budget Committee (2014 – present)
Chair, Faculty Search Committee, Counselor Education, (2015-2016) Member,
Grade Appeal Committee (2012-2015)
Clinical Coordinator, Counselor Education Program (Fall, 2012 – present)

- Support and provide mentorship to pre-practica, practica and internship students
- Review and approve applications for practica and internship students
- Maintain records practica and internship students
- Maintain records of site supervisors
- Conduct site visits
- Collect and analyze survey data for student and site evaluations

Member, Faculty Search Committee, Special Education (2009 – 2010)
Member, Faculty Search Committee, Educational Leadership (2009 – 2010)

SERVICE TO THE COMMUNITY

Member, Dobbs Ferry Parent Teacher Student Association (2008 – 2009) Member,
Global, and Regional Asperger Syndrome Partnership (2009 – 2014)
Parents of Autistic Children Need Guidance Education Love and Support (2009 – 2013)
(A.N.G.E.L.S.) – Bronx
Member, Dobbs Ferry Youth Services Council (2010 – 2012)

Member, South Presbyterian Church – Dobbs Ferry, NY (2010 – present)

SERVICE TO THE PROFESSION

Secretary, New York Association for Counselor Education and Supervision (2013 – 2017)

Guest Reviewer (2014) Catching up to the CCSS: A principal navigates out-of-subject instructional leadership. *Journal of Cases in Educational Leadership*

Guest Reviewer (2014) External community influence and trust in school culture. *Journal of Cases in Educational Leadership*

Professional Volunteer, New York State School Counselor Association (NYSSCA). Mock Interviews/Resume Workshop for School Counseling Graduate Students (2011)

Guest, News talk AM 1490 WGCH Disability Awareness (2013)

External Reviewer, Doctoral Dissertation Committee, Dov Kugelmass, University of Connecticut (2011)

External Reviewer, Doctoral Dissertation Committee, Tamisha Bouknight, University of Connecticut (2008)

External Reviewer, Doctoral Dissertation Committee Vernon Percy, University of Connecticut (2007)

PROFESSIONAL ACTIVITIES:

Textbook Reviewer, Baird, B., (2011) Internship, practicum and field placement handbook. 3rd District, Washington State: Pearson. (2011)

Faculty Liaison, The MATH-UP Initiative: Mathematics Achievement with Teachers of High-need Urban Population (2010 – 2015)

- Strategic member of pre-service teachers' support team
 - Field supervision of pre-service teacher- confer, guide, observe and provide constructive feedback and assistance
 - Assist with ePortfolio development as necessary
 - conducting monthly informal observations
 - conducting three formal observations including pre and post conferences
- School Liaison
 - Maintain communication with five cooperating teachers, math coach and principal
- Participate weeklong MATHUP summer Institute
 - Professional development/training
 - Relationship building between pre-service and cooperating teachers
- Attend monthly meetings
 - Teacher Learning Communities
 - Operational
 - MATHUP
- Member of Research Team
 - Develop individual and collaborative research agenda
 - Participate in national conference presentations
 - Disseminate research findings

MEMBERSHIP IN PROFESSIONAL SOCIETIES

American School Counselor Association (ASCA)

New York State School Counselor Association (NYSCA)

Chi Sigma Iota. (Counseling Academic and Professional Honorary Society International)

American Counseling Association (ACA)

- Association for Counselor Educators and Supervisors
- American Rehabilitation Counseling Association
- Counselors for Social Justice

New York Association for Counselor Education and Supervision (NYACES)

Alyse Anekstein, Ph.D

TITLE: Assistant Professor

DEPARTMENT: Counseling, Leadership, Literacy, and Special Education

HIGHER EDUCATION (in reverse chronological order)

<u>Institution</u>	<u>Dates Attended</u>	<u>Degree & Major</u>	<u>Date Conferred</u>
Idaho State University	2011 – 2014	Ph.D., Counselor Education and Counseling	2014
University of Nevada, Las Vegas	2008-2011	M.S., Clinical Mental Health Counseling & Professional School Counseling	2011
University at Albany, State University of New York	1999 - 2003	B.A., Psychology	2003

PROFESSIONAL LICENSURE AND CERTIFICATION

National Certified Counselor (NCC), National Board for Certified Counselors, Certificate Number: 285021, 2011

Licensed Professional Counselor (LPC), Idaho State Licensing Board of Professional Counselors, License Number: LPC-4833, 2011

Pupil Personnel Services Certificate (K-12), Idaho State Department of Education, Edu ID Number: 53757713, 2012

EXPERIENCE (in reverse chronological order)

A. Teaching (at Lehman and any other institutions)

<u>Institution</u>	<u>Dates</u>	<u>Rank</u>	<u>Department</u>
Lehman College	2016-present	Assistant Professor	Counseling, Leadership, Literacy, and Special Education
State University of New York, College at Oneonta	2014-2016	Assistant Professor	Educational Psychology, Counseling, and Special Education
Idaho State University	2011-2014	Doctoral Teaching Assistant	Counselor Education

University of Nevada, Las Vegas	2009-2011	Graduate Teaching Assistant	Counselor Education
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B. Employment/Others

Employer/ Institution	Dates	Position/ Rank	Department/Unit
Idaho State University	2012-2014	Individual/Triadic Supervisor	Counselor Education
Idaho State University	2012-2013	Individual/Triadic Clinic Supervisor	ISU Pocatello Counseling Clinic
Irving Middle School, Pocatello, ID	2012-2013	Part-time School Counselor	
Idaho State University	2011-2013	Internship Lab Supervisor	Counselor Education
Idaho State University	2011-2012	Pre-practicum Supervisor	Counselor Education
Idaho State University	2011-2012	Individual Supervisor	Counselor Education
Solutions Recovery, Las Vegas, NV	2011	Consultant and Counselor Intern	
University of Nevada, Las Vegas	2010-2011	Assistant Practicum Supervisor	Counselor Education
Communities in Schools, Eldorado High School, Las Vegas NV	2010	Counselor Intern	
Leavitt Middle School, Las Vegas, NV	2010	Counselor Intern	
Kahre Elementary School, Las Vegas, NV	2009	Counselor Intern	
Eisenberg Elementary School, Las Vegas, NV	2009	Counselor Intern	
University of Nevada, Las Vegas	2009-2010	Assistant Pre-practicum Supervisor	Counselor Education
US Veterans Initiative, Las Vegas, NV	2009	Practicum Counselor Intern	
University of Nevada, Las Vegas	2008-2009	Graduate Assistant Academic Advisor	School of Education
New York College of Health Professions, Syosset, NY	2006-2008	Program Coordinator/Academic Advisor	
University at Albany, State University of New York	2000-2003	Certified Peer Educator	Middle Earth Outreach Program

ACADEMIC AND PROFESSIONAL HONORS (since last personnel action, with dates received, in reverse chronological order)

- *NARACES New Professional Award.* (September, 2018). North Atlantic Region Association for Counselor Education and Supervision (NARACES). [Nominated]
- *Emerging Leader.* (October, 2015). Association for Counselor Education and Supervision. [\$100.00]
- *Chi Sigma Iota Leadership Fellow.* (March, 2013). Chi Sigma Iota Counseling Academic &

Professional Honor Society International. [\$600.00/1 out of 12 fellows selected from an international applicant pool]

- *Doctoral Teaching Assistantship*. (August, 2011-May 2014). Idaho State University. [\$12,000.00/year for 3 years]
- *Outstanding support within the Omega Alpha Chapter*. (April, 2011). Omega Alpha Chapter, Chi Sigma Iota Counseling Academic & Professional Honor Society International, University of Nevada, Las Vegas [Awarded]
- *Emerging Leader*. (October, 2009). Association for Counselor Education and Supervision. [\$200.00]
- *Graduate Teaching Assistantship*. (August 2009-May 2011). University of Nevada, Las Vegas. [\$10,000.00/year for 2 years]
- *Graduate Academic Advisor Assistantship*. (August 2008-May 2009). University of Nevada, Las Vegas. [\$10,000.00/year for 1 year]

PUBLICATIONS/CREATIVE WORKS (since last personnel action, in reverse chronological order)

Peer-Reviewed

Anekstein, A. M., Wells, P. C., Cleveland, R., Hill, N. R., Kerwin, A. K., & Wagner, H. H.

(2019). The perceived stressors and coping skills graduate students: A development and validation study. *Journal of Counseling Research and Practice*, 4(1), 86-101.
(50%/15%/15%/8%/10%/2%)

Anekstein, A. M., & Vereen, L. G. (2018). Research mentorship: Implications for the preparation of doctoral students. *Journal of Counselor Preparation and Supervision*, 11(2).
<https://repository.wcsu.edu/jcps/vol11/iss2/6> (90%/10%)

Anekstein, A. M., Bohecker, L., Nielson, T., & Martinez, H. (2018). Godspeed: Counselor education doctoral student experiences from diverse religious and spiritual backgrounds. *The Qualitative Report*, 23(11), 2862-2882. <https://nsuworks.nova.edu/tqr/vol23/iss11/15>
(25%/25%/25%/25%)

Anekstein, A. M., & Vereen, L. G. (2018). Research mentoring experiences: An exploratory study of doctoral student experiences and research productivity. *Journal of Counselor Preparation and Supervision*, 11(1). <https://repository.wcsu.edu/jcps/vol11/iss1/5>
(90%/10%)

Non-Peer Reviewed

Anekstein, A. M., & Schrecengost, R. (2018, Spring). Wellness in the field: I will survive! *NARACES Newsletter*. Vol. XXI(2) 7. (98%/2%)

PUBLICATIONS/CREATIVE WORKS (prior to last personnel action, in reverse chronological order)

Peer Reviewed

Anekstein, A. M., Hoskins, W. J., Agramovich, R. L., Garner, D., & Terry, J. (2014).

“Sandtray Supervision”: Integrating supervision models and sandtray therapy.
Journal of Creativity in Mental Health, 9(1), 122-134.
<https://doi.org/10.1080/15401383.2014.876885>

Non-Peer Reviewed

Anekstein, A. M., (2016, Winter). Spirituality in the field. *Interaction*. Vol. XV(2) 2-3.

Anekstein, A. M., & Faeth, A. (2013, Summer). Dr. Judith Harrington: 2013 outstanding practitioner. *Chi Sigma Iota Exemplar*, 28(3), 15-16. (50%/50%)

Anekstein, A. M. (2013). Building strengths and support systems: Using blocks for confidence building. *ACA-ACC Creative Interventions and Activities Clearinghouse*. Retrieved from <http://www.counseling.org/knowledgecenter/clearinghouses/activities-clearinghouse>

PRESENTATIONS (since last personnel action, in reverse chronological order)

National Peer-Reviewed Presentations

Hoskins, W. J., & **Anekstein, A. M.** (2020, September). *Sandtray Supervision: Adapting creative supervision strategies to telemental health and video conferencing*. Paper presented at the annual conference of the Association for Creativity in Counseling, Virtual Conference Location.

Nielson, T., **Anekstein, A. M.**, Martinez, H., & Bohecker, L. (2020, September). *Creating Space: Connecting through Music and Spirituality to Enhance Relationships*. Paper presented at the annual conference of the Association for Creativity in Counseling, Virtual Conference Location.

Nielson, T., **Anekstein, A. M.**, Martinez, H. (2017, October). *Cultural Diversity in Practice: Understanding Doctoral Students Experience of Religion/Spirituality*. Paper presented at the semi-annual conference of the Association for Counselor Education and Supervision, Chicago, Illinois.

Regional Peer-Reviewed Presentations

Anekstein, A. M., & Nielson, T. (2018, September). *Using Innovation and Technology to Explore the Spiritual Experiences of Doctoral Students*. Paper presented at the semi-annual conference of the North Atlantic Region Association for Counselor Education and Supervision, Burlington, Vermont.

Tang, Y., & **Anekstein, A. M.** (2018, September). *Maintaining Counseling Trainees' Wellness Using Self-Care Strategies*. Poster presented at the semi-annual conference of the North Atlantic Region Association for Counselor Education and Supervision, Burlington, Vermont.

Bohecker, L. & **Anekstein, A. M.** (2016, September). *Godspeed, Wakan, Chutzpah, and FROG: Diverse Backgrounds and Common Experiences in Counselor Education*. Paper presented

at the semi-annual conference of the North Atlantic Region Association for Counselor Education and Supervision, Syracuse, New York.

Tang, Y. & **Anekstein, A. M.** (2016, September). *Self-Directed Wellness Practice Among Counseling Students: A Pilot Study*. Paper presented at the semi-annual conference of the North Atlantic Region Association for Counselor Education and Supervision, Syracuse, New York.

Invited Lectures and Workshops

Anekstein, A. M. (2019, March). *Wellness and Self-Care Workshop*. National Center for Faculty Development and Diversity (NCFDD) Faculty Development Workshop, Lehman College at City University of New York, Bronx, New York.

Anekstein, A. M. (2019, February). *Wellness-Based Writers Boot Camp with Research Methodology Expert Panel*. Faculty Development Workshop, Lehman College at City University of New York, Bronx, New York.

Anekstein, A. M. (2019, January). *Faculty Supervisor Orientation for the Supervision of School Counseling Candidates*. Presented to core program faculty, adjunct faculty, and practicum and internship faculty supervisors of Lehman College at City University of New York, Bronx, New York.

Anekstein, A. M. (2018, October). *Site Supervisor Orientation for the Supervision of School Counseling Candidates*. Presented by teleconference to site supervisors and counseling interns of Lehman College at City University of New York, Bronx, New York.

Chen-Hayes, S. F., & **Anekstein, A. M.** (2018, March). *Supervision of School Counseling Candidates/Site Supervisor Orientation*. Presented to site supervisors, counseling interns, and practicum students at Lehman College at City University of New York, Bronx, New York.

Chen-Hayes, S. F., Roberts, L., & **Anekstein, A. M.** (2017, September). *Supervision of School Counseling Candidates/Site Supervisor Orientation*. Presented to site supervisors and counseling interns at Lehman College at City University of New York, Bronx, New York.

PRESENTATIONS (prior to last personnel action, in reverse chronological order)

National Peer-Reviewed Presentations

Anekstein, A. M., & Vereen, L. G. (2015, October). *Culturally Relevant Practice: Research Mentorship Experiences of Doctoral Students*. Paper presented at the semi-annual conference of the Association for Counselor Education and Supervision, Philadelphia, Pennsylvania.

Anekstein, A. M., & Tang, Y. (2015, October). *Culturally Relevant Pedagogy and Practice: Utilizing Sandtray Supervision*. Poster presented at the semi-annual conference of the Association for Counselor Education and Supervision, Philadelphia, Pennsylvania.

- Martinez, H., Nielson, T., **Anekstein, A. M.**, & Bohecker, L. (2015, October). *Cultural Diversity in Practice: Understanding Counselor Identity and Doctoral Students Experiences of Spirituality and Religion*. Paper presented at the semi-annual conference of the Association for Counselor Education and Supervision, Philadelphia, Pennsylvania.
- Wathen, C., Bohecker, L., Wells, P., Thiemann, J., & **Anekstein, A. M.** (2015, July). *Personal and Professional: Autoethnographic Pictures Integrating Spiritual and Religious Development and Counselor Educators*. Paper presented at the semi-annual conference of the Association for Spiritual, Ethical, and Religious Values in Counseling, Manhattan, New York.
- Anekstein, A. M.**, & Vereen, L. G. (2013, October). *Promoting Unity in Research Mentorship While Affirming Diversity*. Paper presented at the semi-annual conference of the Association for Counselor Education and Supervision, Denver, Colorado.
- Wells, P. C., & **Anekstein, A. M.** (2013, March). *Transforming Counseling and Supervision through the Infusion of Yoga and Meditation*. Poster presented at the annual conference of the American Counseling Association, Cincinnati, Ohio.
- Anekstein, A. M.**, Kostohryz, K., Vereen, L. G., & Wells, P. C., (2013, March). *International Sojourning at Idaho State University: Understanding, Experiencing, and Evidencing*. Poster presented at the annual conference of the American Counseling Association, Cincinnati, Ohio.
- Anekstein, A. M.**, & Garner, D. (2011, October). *Helping the Leaders to Shape the Future: Examining the Use of the Discrimination Model and Sandtray Therapy in Supervision*. Paper presented at the semi-annual conference of the Association for Counselor Education and Supervision, Nashville, Tennessee.
- Anekstein, A. M.**, & Williams, A. (2011, October). *Shaping the Future: Integrative and Transpersonal Supervision*. Paper presented at the semi-annual conference of the Association for Counselor Education and Supervision, Nashville, Tennessee.
- Kress, V., Adamson, N. A., **Anekstein, A. M.**, Bradley, N., Beck, K. G., Grice, V., Crumley, E. M., Pollock, G. L., & Herman, E. R. (2011, March). *The Counselor's Survival Kit: 30 Creative Intervention Tools*. Paper presented at the annual conference of the American Counseling Association, New Orleans, Louisiana.
- Malstrom, L., **Anekstein, A. M.**, Sanicolas, M., Terry, J., Homer, B., DiSano, P., & Valdez, R. (2011, March). *Engaging the Community: Providing Grief & Bereavement Services to a Community in Crisis*. Poster presented at the annual conference of the American Counseling Association, New Orleans, Louisiana.
- Anekstein, A. M.**, Malstrom, L., & Terry, J. (2010, September). *Sandtray in Supervision: Examining the Use of the Discrimination Model and Sandtray Therapy Within Practicum/Internship Supervision*. Paper presented at the annual conference of the Association for Creativity in Counseling, Portland, Oregon.

Hoskins, W. J., Astramovich, R. L., & **Anekstein, A. M.**, (2010, March). *Best Practices in Cyber Counseling: Meeting New Challenges and Opportunities Worldwide*. Paper presented at the annual conference of the American Counseling Association, Pittsburgh, Pennsylvania.

Kress, V., Gladding, S. T., Hoffman, R., Davis, N., Degges-White, S., Chandler, C., Pehrsson, D-E., Bartlett, K., **Anekstein, A. M.**, Herrman, E., Korn, J. S., Sproul, A., Valdez, R., Weatherman, N., & Adamson, N. A. (2010, March). *The Beginning Counselor's Survival Kit: 30 Creative Activities and Interventions*. Paper presented at the annual conference of the American Counseling Association, Pittsburgh, Pennsylvania.

Anekstein, A. M., Bartlett, K., Herrman, E., Korn, J. S., Sproul, A., Valdez, R., & Weatherman, N. (2010, March). *Chi Sigma Iota Chapter Showcase*. Poster presented at the annual conference of the American Counseling Association, Pittsburgh, Pennsylvania.

Regional Peer-Reviewed Presentations

Anekstein, A. M., & Vereen, L. G. (2014, September). *Lighting a Fire for Research Mentorship: An Exploration of Doctoral Student Experiences*. Poster presented at the semi-annual conference of the North Atlantic Region Association for Counselor Education and Supervision, Providence, Rhode Island.

Bohecker, L., **Anekstein, A. M.**, Nielson, T., & Martinez, H. (2014, September). *The Fire Within: Counselor Identity and Doctoral Student Experiences Related to Diverse Religious Backgrounds*. Paper presented at the semi-annual conference of the North Atlantic Region Association for Counselor Education and Supervision, Providence, Rhode Island.

Anekstein, A. M., & Wells, P. (2012, October). *Creating Connections: Integrating Yoga and Mindfulness in Counselor Education*. Paper presented at the semi-annual conference of the Rocky Mountain Association for Counselor Education and Supervision, Park City, Utah.

Anekstein, A. M., Astramovich, R. L., Garner, D., Hoskins, W. J., & Terry, J. (2010, November). *Sandtray in supervision: Examining the Use of the Discrimination Model and Sandtray Therapy Within Practicum Supervision*. Paper presented at the semi-annual conference of the Western Association for Counselor Education and Supervision, Sacramento, California.

Pehrsson, D. E., Armstrong, L., **Anekstein, A. M.**, Terry, J., Sanicolas, M., & Williams, A. (2010, November) *Chi Sigma Iota International*. Paper presented at the semi-annual conference of the Western Association for Counselor Education and Supervision, Sacramento, California.

State Peer-Reviewed Presentations

Tang, Y., & **Anekstein, A. M.** (2014, October). *Back to Basics: Creative Counseling Techniques*. Paper presented at the annual conference of the New York State School Counseling Association, Albany, New York.

Anekstein, A. M., & Bolton, H. (2012, October). *Ethical Concerns for School Counselors*. Paper presented at the annual conference of the Idaho School Counseling Association, Pocatello, Idaho.

Pehrsson, D-E., Garner, D., **Anekstein, A. M.**, Bartlett, K., Korn, J. S., Plutte, B., & Sproul, A. (2010, January). *Sandtray Counseling in Schools with Adolescent Clients*. Paper presented at the annual conference of the Nevada School Counseling Association, Las Vegas, Nevada.

Non-Peer Reviewed Presentations

Astramovich, R. L., Hoskins, W. J., **Anekstein, A. M.**, & Kamhi, T. A. (2009, October). *A Critical Analysis of Yoga Techniques in Western Counseling*. Paper presented at Self, Knowledge, and Reality in Indian Traditions Conference, Berkeley, California.

Invited Lectures and Workshops

Anekstein, A. M., Jaklitch, M., Algie, R., Fabrizio, S., Hoose, M., Jump, A., Parsons, K., Pavlak, C., & Testani, G. (2015, December). *Self-Care Strategies Workshop*. Presented to Teacher Education classes at SUNY Oneonta, Oneonta, New York.

Anekstein, A. M., Jaklitch, M., Barnett, A., & Hagmann, R. (2014, December). *Self-Care Workshop*. Presented to Teacher Education classes at SUNY Oneonta, Oneonta, New York.

Anekstein, A. M. (2014, November). *2014 ACA Code of Ethics Revision Training*. Presented to 2nd year Counseling classes at SUNY Oneonta, Oneonta, New York.

Anekstein, A. M., & Nielson, T. (2013, August). *Supervision*. ISU Professional Development Workshop, Pocatello, Idaho.

Anekstein, A. M. (2012, September). *Ethics and Technology*. Paper presented at Idaho Juvenile Justice Association Annual Conference, Pocatello, Idaho.

Anekstein, A. M., & Thiemann, J. (2012, April). *Ethics and Technology*. ISU Professional Development Workshop, Pocatello, Idaho.

Anekstein, A. M., & Wells, P. (2011, November). *Identifying Boundary Issues in Massage Therapy*. Presented to Massage Therapy classes at Idaho State University, Pocatello, Idaho.

Anekstein, A. M., & McClure, C. (2011, September). *Supervision*. ISU Professional Development Workshop, Pocatello, Idaho.

Anekstein, A. M. (2011, February). *Sandtray Therapy*. Presented to Practicum classes at the University of Nevada, Las Vegas, Las Vegas, Nevada.

Anekstein, A. M., & Plutte, B. (2010, October). *Sandtray Therapy*. Presented to the Introduction to Play Therapy and Expressive Counseling Practices class at the University of Nevada, Las Vegas, Las Vegas, Nevada.

Hoskins, W. J., & **Anekstein, A. M.** (2010, September). *Sandplay in Supervision*. Presented to Clark County School District School Counselor Supervisors, Las Vegas, Nevada.

Anekstein, A. M. (2010, April). *Sandtray Therapy*. Presented to Practicum classes at the University of Nevada, Las Vegas, Las Vegas, Nevada.

Hoskins, W., Pehrsson, D. E., **Anekstein, A. M.**, & Bartlett, K. (2009, September). *Building the Relationship Utilizing Effective Counseling Techniques*. Presented at the Rehabilitation Division In-Service Training Conference, Las Vegas, Nevada.

PH.D. DISSERTATION/THESIS TITLE:

Anekstein, A. M. (2014). Research mentorship: An exploratory study of doctoral student satisfaction and research engagement.

UNPUBLISHED WORK (Supported by evidence, including unpublished Ph.D. or Master's Thesis)

a. Works accepted for publication/Exhibition/Production

Anekstein, A. M. (accepted). Research mentorship: Pretenured faculty and doctoral student productivity.

b. Works submitted for publication, exhibition and production

Anekstein, A. M. (revising and resubmitting). Comfort Dogs: Animal-assisted implications for urban school counselors.

Anekstein, A. M., Vereen, L. G., & Bohecker, L. (submitted). Research mentorship satisfaction: Counselling doctoral student experiences. (80%/10%/10%)

Tang, Y., & **Anekstein, A. M.** (submitted). Wellness practice among counseling students: A pilot study.

c. Works in progress

- Manuscripts in preparation

Hoskins, W. J., & **Anekstein, A. M.** (2021). Sandtray Supervision: A study of supervisee training.

Anekstein, A. M. (2021). Faculty research mentoring: A wellness-based and methodology expert writers boot camp model.

Bohecker, L., Nielson, T., Martinez, H., & **Anekstein, A. M.** (2021). A study to determine correlations between multicultural and spiritual competence.

Anekstein, A. M. (2021). Counseling implications of healing practices: The effects on teaching, supervision, and research.

Anekstein, A. M., & Hoskins, W. J. (2021). Wellness Committee Experience: Creating a wellness committee model based on the North Atlantic Association for Counselor Education and Supervision (NARACES) region.

- Research in progress

A study to determine correlations between multicultural and spiritual competence.

Sandtray Supervision: A study of supervisee training.

- Exhibitions / Productions in preparation

GRANTS

- **Current**

PSC-CUNY Research Grant. (submitted). PSC-CUNY CUNY 52 Research Award Program. [\$3,499.52]

- Completed

William Stewart Travel Awards for National and International Conferences. (April, 2019). The CUNY Academy for the Humanities and Sciences. [\$150.00]

Faculty Scholarship Funds. (February, 2019). Dean's Office of the School of Education, Lehman College at City University of New York. [\$500.00]

PSC-CUNY Travel Grant. (December, 2018). PSC-CUNY Travel Fund. [\$323.20]

Faculty Fellowship Publication Program. (December 2018-May 2019). Office of Recruitment and Diversity, City University of New York. [3 credits of reassigned time]

Provost Travel Grant. (October, 2018). Provost's Office, Lehman College at City University of New York. [\$346.00]

PSC-CUNY Research Grant. (July, 2018). PSC-CUNY CUNY 49 Research Award Program. [\$3,499.52]

PSC-CUNY Travel Grant. (February, 2018). PSC-CUNY Travel Fund. [\$403.75]

William Stewart Travel Awards for National and International Conferences. (January, 2018). The CUNY Academy for the Humanities and Sciences. [\$260.00]

Provost Travel Grant. (January, 2018). Provost's Office, Lehman College at City University of New York. [\$444.70]

Faculty Scholarship Funds. (November, 2017). Dean's Office of the School of Education, Lehman College at City University of New York. [\$500.00]

Faculty Development Grant. (November, 2015). State University of New York College at Oneonta. [\$2,203.00]

New Faculty Development Grant. (November, 2014). State University of New York College at Oneonta. [\$1,500.00]

RMACES Scholars. (October, 2013). Rocky Mountain Association for Counselor Education and

Supervision. [\$150.00]

RMACES Scholars. (September, 2012). Rocky Mountain Association for Counselor Education and Supervision. [\$250.00]

Student Travel Award. (March, 2011). Graduate and Professional Student Association, American Counseling Association Conference [\$590.00]

Student Travel Award. (March, 2010). Graduate and Professional Student Association, American Counseling Association Conference [\$450.00]

- Applied but not funded

PSC-CUNY Research Grant. (not funded). PSC-CUNY CUNY 50 Research Award Program.

2015 ACES Research Grant. (not funded). Association for Counselor Education and Supervision.

2014 ACES Research Grant. (not funded). Association for Counselor Education and Supervision.

SERVICE TO DEPARTMENT

January 2021 – present *Advisory Council Committee Member, Counselor Education
January 2017 – March 2019* Program, Lehman College at City University of New York

August 2020 – present *Chapter Faculty Advisor, Tau Chapter, Chi Sigma Iota
May 2018 – March 2019* Counseling Academic & Professional Honor Society International, Counselor Education Program, Lehman College at City University of New York

October 2018 – Jan. 2019 *Grade Appeals Committee, Interim Member, Lehman College at City
University of New York*

August 2017 – May 2018 *Chapter Faculty Co-Advisor/Back-up Advisor, Tau Chapter, Chi
Sigma Iota Counseling Academic & Professional Honor Society
International, Counselor Education Program, Lehman College at City
University of New York*

August 2016 – Dec. 2018 *Council for Accreditation of Counseling and Related Educational
Programs (CACREP) Self-Study Committee, Member, Counselor
Education Program, Lehman College at City University of New York*

August 2016 – August 2017 *Tau Chapter Member, Chi Sigma Iota Counseling Academic &
Professional Honor Society International, Counselor Education
Program, Lehman College at City University of New York*

SERVICE TO SCHOOL

August 2020 – present *Research and Writers Group, Member, School of*

August 2016 – March 2019 Education, Lehman College at City University of New York
SERVICE TO LEHMAN COLLEGE

February 2019 – March 2019 *National Center for Faculty Development and Diversity (NCFDD) Steering Committee, Member*, Lehman College at City University of New York

May 2017 – March 2019 *Campus Life and Facilities Committee, Member*, Lehman College at City University of New York

SERVICE TO CUNY

December 2018-March 2019 *Faculty Fellowship Publication Program, Mentee*, Office of Recruitment and Diversity, City University of New York.

SERVICE TO THE PROFESSION

August 2020 – present *Editorial Board Member*, The Journal of Counselor Preparation and Supervision (JCPS)

August 2020 – present *Chi Sigma Iota Awards Review Committee, Member*, Chi Sigma Iota Counseling Academic & Professional Honor Society International

October 2018 – March 2019 *NARACES Presidential Mentoring Initiative Committee, Member*, North Atlantic Region Association for Counselor Education and Supervision (NARACES)

July 2018 – March 2019 *Wellness Committee Chair*, NARACES Board Member, North Atlantic Region Association for Counselor Education and Supervision (NARACES)

May 2018 – Sept. 2018 *NARACES Conference Wellness Committee Chair*, NARACES 2018 Conference Planning Committee, North Atlantic Region Association for Counselor Education and Supervision (NARACES)

October 2017 – June 2018 *Wellness Committee Co-Chair*, NARACES Board Member, North Atlantic Region Association for Counselor Education and Supervision (NARACES)

August 2015 – June 2018 *Chi Sigma Iota Awards Review Committee, Member*, Chi Sigma Iota Counseling Academic & Professional Honor Society International

Sept. 2014 – Dec. 2018 *Council for Accreditation of Counseling and Related Educational Programs (CACREP) Site Team Visit* *Qualified*, Council for Accreditation of Counseling and Related Educational Programs

May 2014 – August 2015 *Chi Sigma Iota International Awards Review Committee Panelist*, Chi Sigma Iota Counseling Academic & Professional Honor Society

International

- October 2013 – April 2014 *Co-President, Executive Committee, Phi Omicron Chi Chapter, Chi Sigma Iota Counseling Academic & Professional Honor Society International, Idaho State University*
- March 2013 – April 2014 *Chi Sigma Iota Leadership Fellow, Chi Sigma Iota Counseling Academic & Professional Honor Society International*
- November 2012 *Student Volunteer, WACES 2012 Conference, Sacramento, CA*
- April 2012 – May 2013 *Secretary, Executive Committee, Phi Omicron Chi Chapter, Chi Sigma Iota Counseling Academic & Professional Honor Society International, Idaho State University*
- March 2010 – May 2013 *Member, Graduate Student Committee, Association for Creativity in Counseling*
- November 2010 *Student Volunteer, WACES 2010 Conference, Sacramento, CA*
- February 2010 – July 2011 *Board Member, Nevada Counseling Association*
- October 2009 *Planning Member, ACES 2009 Conference, ACES Inform, San Diego, CA*
- Sept. 2009 – May 2010 *Member, Awards Committee, Omega Alpha Chapter, Chi Sigma Iota Counseling Academic & Professional Honor Society International, University of Nevada, Las Vegas*
- August 2009 – May 2011 *School Counseling Liaison, Executive Committee, Omega Alpha Chapter, Chi Sigma Iota Counseling Academic & Professional Honor Society International, University of Nevada, Las Vegas*
- January 2008 – May 2011 *Co-Chair, Ritual Committee, Omega Alpha Chapter, Chi Sigma Iota Counseling Academic & Professional Honor Society International, University of Nevada, Las Vegas*

COMMUNITY SERVICE

- August 2020 – present *Volunteer, Make-A-Wish Foundation*
 February 2012 – March 2019

TEACHINGA. COURSES TAUGHT

Course Code	Course Title	Semester First Taught	Lehman or GC
EDG 703	Human Development in Counseling	Fall 2016	Lehman
EDG 704	Career Counseling	Spring 2017	Lehman

EDG 706	Assessment in Counseling	Fall 2016	Lehman
EDG 707	Practicum Counseling	Spring 2017	Lehman
EDG 732	Abuse, Violence, and Chemical Dependency	Winter 2017	Lehman
EDG 738	Brief Counseling of Children and Adolescents	Summer 2018	Lehman
EDG 743	Internship in Counseling 1	Fall 2017	Lehman
EDG 744	Internship in Counseling 2	Spring 2018	Lehman
CNED 500	Introduction to School Counseling	Fall 2014	SUNY Oneonta
CNED 516	Statistics and Research Methods for Counselors	Fall 2014	SUNY Oneonta
CNED 525	Measurement and Appraisal for Counselors	Spring 2015	SUNY Oneonta
CNED 560	Introduction to Group Counseling	Spring 2016	SUNY Oneonta
CNED 561	Counseling Services for Children and Adolescents	Fall 2014	SUNY Oneonta
CNED 602	Consultation in Educational Settings	Spring 2015	SUNY Oneonta
CNED 655	Brief Approaches to Counseling	Spring 2015	SUNY Oneonta
COUN 6659	Counseling Adolescents	Fall 2013	Idaho State University
CED 300	Introduction to Human Services Profession	Fall 2009	University of Nevada, Las Vegas
COUN 4491	Introduction to Counseling Services	Fall 2012 Co-taught	Idaho State University
COUN 6611	Applied Statistics and Research	Spring 2013 Co-taught	Idaho State University
COUN 6621	Professional Orientation and Ethics	Fall 2012 Co-taught	Idaho State University
COUN 6624	Cultural Counseling	Summer 2012 Co-taught	Idaho State University
COUN 6627	Conceptual and Applied Counseling Theory	Fall 2012 Co-taught	Idaho State University
COUN 6638	Foundations of School Counseling	Fall 2012 Co-taught	Idaho State University
COUN 6639	Application of School Counseling	Spring 2013 Co-taught	Idaho State University
COUN 6659	Play Therapy	Summer 2012 Co-taught	Idaho State University
COUN 6660	Theories of Family and Couple Counseling	Spring 2013 Co-taught	Idaho State University
COUN 6664	Family Assessment	Spring 2012 Co-taught	Idaho State University
COUN 6676	Small Group Activity	Fall 2011 Co-taught	Idaho State University

COUN 6677	Group Counseling Techniques	Fall 2011 Co-taught	Idaho State University
COUN 6694	Psychodiagnosis and Psychotropic Drugs	Fall 2012 Co-taught	Idaho State University
COUN 6696	Prepracticum Counseling Techniques	Fall 2011 Co-taught	Idaho State University
COUN 6697L	Practicum Lab in Counseling	Spring 2013 Co-taught	Idaho State University
COUN 6698L	Internship Lab in Counseling	Fall 2011 Co-taught	Idaho State University
COUN 7701	Advanced Statistics	Spring 2013 Co-taught	Idaho State University
CED 727	Counseling Process and Procedures	Fall 2009 Co-taught	Idaho State University
CED 741	Counseling Practicum	Spring 2010 Co-taught	Idaho State University

APPENDIX M
Curricula Vitae – MS Part-time Faculty

Jennifer M. Annunziata
jennifermannunziata@yahoo.com
(C) 914/562-1383

EXPERIENCE

LMHC Private Practice: March 2020 – Present

- Develop comprehensive treatment plans that focus on diagnosis and behavioral treatment of psychiatric disorders based on information gathered during the intake process
- Treat the following disorders such as using CBT, TF CBT and Solution Focused Therapy: Anxiety, Depression, Oppositional Defiance Disorder, AD/HD, Disruptive Mood Dysregulation Disorder, Bi-Polar Disorder, PTSD and Suicidality.
- Refer clients as needed to a psychiatrist for medication consideration.
- Conduct collateral sessions with families and participate in school IEP meetings when necessary.

Lehman College 2015 – Present

Adjunct Professor for the Graduate Counselor Ed Program

- Utilize variety of technologies and instructional methodologies to keep the class fresh and engaging
- Work with individual students to improve understanding of the school environment and how the School Counselor can make a greater impact.
- Help students develop talent through range of exercises, readings, and discussions
- Assess students counseling abilities through the viewing of videotaped counseling sessions.
- Provide feedback in group setting in order to assist the Counseling Student better understand areas of strength versus areas where improvement was needed with strategies and techniques for how to improve.

Rising Ground

Since the 1830's, Rising Ground (formerly Leake and Watts) continues to positively impact the lives of more than 5,000 children, adults and families in the greater New York City metro area each day. Rising Ground is a not-for-profit agency committed to addressing a myriad of challenges that confront individuals and families dealing with poverty, disabilities, and a lack of access to education and basic services. By providing support today, we are creating strong foundations for success tomorrow for children, adults and families.

MHC -LP and LMHC at the Rising Ground Family Clinic 2018 – 2020

- Conducted the intake process for prospective clients. This included multitude of screenings and gathering of historical information to better assess the need for treatment.
- Developed comprehensive treatment plans that focused on diagnosis and behavioral treatment of psychiatric disorders.
- Carried a consistent caseload of clients and treated disorders such as: Anxiety, Depression, Oppositional Defiance Disorder, AD/HD, Disruptive Mood Dysregulation Disorder, Bi-Polar Disorder and PTSD.
- Consulted with the psychiatrist regarding diagnoses and the need for medication management
- Conducted collateral sessions with families and the workers if the clients were involved in foster care or preventive services.

Director of Education and Advocacy (Agency Wide) 2014 – Present

- Recruited to establish and develop an education department that will serve the needs of the entire organization.
- Oversee a team of specialists and coaches who support the education, employment, and housing needs of foster care clients that range in age from 11-21.
- Advocate for the educational needs of foster care, preventive and the juvenile justice population.
- Develop trainings and workshops for staff and clients in order to improve their understanding of the education system in the NYC Public Schools.
- Collaborate with Senior Management to assist with the development of new programs as they relate to the improved outcomes of our clients.

Cardinal McCloskey Community Services 2009 – 2014

Cardinal McCloskey Community Services (CMCS) is a not-for-profit, non-sectarian social service agency that provides millions of hours of service to more than 3,000 children, families and developmentally disabled consumers each year. Daily, we provide care to over 1,500 children and their families and services to more than 80 developmentally disabled individuals.

Education Advocate for Foster Care 2013 – present

- Assess each student from an academic, social/emotional and college/career perspective and develop an Education Plan based on their unique needs and goals
- Work with School Social Worker or Counselor to identify areas of concern
- Attend Special Education Team Meetings, Mediation with the School, File Hearing Requests and Attend hearings
- Coordinate the development of the Individualized Educational Program and 504 Plan
- Explore Alternative School settings for older students who have not accumulated enough credits to graduate in a timely manner
- Assist with issues around truancy, bullying, learning disabilities and Autism
- Provide students and their parents with education and information regarding the college process
- Schedule and accompany students on college tours

Health Care Integrator

2009 – 2013

- Develop Individualized Health Plans for child and caregiver
- Intercede on behalf of the child or caregiver to gain access to and or facilitate needed services and supports
- Provide the link between the child and the Waiver Service Provider (WSP)
- Conduct team meetings to discuss services and facilitate communication between the caregiver and Waiver Service Providers (WSP)
- Stabilize the environment for the child and caregiver
- Communicate with the child's caregiver/family to arrange for the necessary medical, social, rehabilitative, vocational, and educational services that the child needs
- Travel to the child's home to maintain contact with the child and caregiver/family.

Cardinal McCloskey Services Day Care

School Counselor

2010 – 2012

- Work one-on-one with students in need of counseling
- Co-lead and lead counseling groups consisting of 6 to 8 students
- Prepare and deliver developmental lessons on a range of topics that students will encounter in their social and academic lives
- Recommend students in need for early intervention and evaluation from Committee for Pre-school Special Education Services

Eastchester Middle School

9/2008 – 12/2008

School Counselor Intern

- Working directly with the School Guidance Counselor, interview and assess seventh grade students with Individual Education Plans to uncover their vocational interests
- Conduct follow up interviews with the parents of these seventh grade students in order to develop individual action plans
- Work one-on-one with mandated students
- Co-lead and lead counseling groups consisting of 6 to 8 students

Prospect Hill Elementary

9/2006 – 6/2007

School Counselor Intern

- Assisted the School Psychologist in conducting groups for bereaved children and for children of divorced families
- Worked with the School Psychologist to devise different group projects for each session in order to assist the children in their grief process
- Met separately with the School Psychologist in order to discuss the progress of the students. Through these discussions were able to determine those students needing individual counseling in addition to the group sessions

Cossette Post Communications

Cossette Post is a fully-integrated marketing communications agency known for building powerful brands for clients around the world.

Account Supervisor

2002 – 2005

- Manage the strategic relationship with the client
- Responsible for writing creative briefs, briefing the creative teams to translate brand positioning to initiate each client assignment

Managed project budgets ranging from \$5,000 to \$1M, developed project timelines, coordinated multi-departmental staff, and oversaw implementation of all project elements

EDUCATION

Alfred University Downstate

Advanced Certificate in Mental Health Counseling, November 2016

Lehman College of the City of New York

Master's in education, Counseling with a Concentration in School Counseling, 2010

Bereavement Center of Westchester, Tuckahoe, New York

Certificate of Bereavement Counseling, April 2007

Iona College

B.A., Marketing and Advertising; 1994

Johanna Cuello-Gutiérrez,

EDUCATION

M.S. Ed. Counselor Education, Lehman College- New York, NY

Expected Graduation, May 2021

M. A. Mental Health Counseling, The City College of New York– New York, NY

August
2010

B. A. Psychology and Spanish, The City College of New York – New York, NY

May 2008

WORK EXPERIENCE

Counselor, Counseling in schools at Riverdale Kingsbridge Academy

March 2018 - Present

- Provided individual and group counseling to students
- Trained students on peer mediation strategies
- Participated and provided assistance during school events such as Honor Society Induction Ceremony, Graduations, Parent teacher conference
- Met with parents to explore and address concerns around students' academics and emotional health.
- Provided Crisis intervention
- Provided psychoeducation to students on various topics
- Conducted Psychosocial assessments
- Maintained documentation on interventions and services provided to students and parents
- Assist school staff in daily activities such as monitoring the hallways and lunchroom

Fee for Service Bilingual Therapist, Alicia M. Ferrer Mental Health Clinic, Inwood Community Services

November 2018- May 2019

- Conducted Psychosocial Assessments for new clients
- Provided Individual therapy
- Maintained documentation in accordance to OMH regulations
- Developed treatment plans according to client's diagnosis, needs and goals for treatment
- Maintained on interventions and interactions with clients, and other providers.

Article 31 Therapist, Vida Guidance Center, Urban Health Plan

February, 2018-March 2018

- Conducted Psychosocial assessments for new and current clients
- Provided Counseling services to children, adults and families
- Facilitated psychotherapy and psycho educational ongoing groups
- Collaborated with psychiatrist, PCP, school counselors and other providers in order to coordinate care for clients
- Attended weekly staff and supervisory meetings
- Developed treatment plans according to client's diagnosis, needs and goals for treatment
- Maintained documentation on sessions, interventions with client and collaborations with other providers

Full Time Bilingual Therapist, Vida Guidance Center, Comunilife

September, 2010- February, 2018

- Conducted Psychosocial assessments for new and current clients
- Provided Counseling services to children, adults and families
- Facilitated psychotherapy and psycho educational ongoing groups and workshops on various topics including: Healthy living, Nutrition, Parenting Skills, Depression
- Case Management (provide client with assistance in completing forms and referral for adjunct services)
- Maintained charts in compliance with OMH regulations
- Collaborated with psychiatrist, PCP, school counselors and other providers in order to coordinate care for clients
- Attended weekly staff and supervisory meetings
- Developed treatment plans according to client's diagnosis, needs and goals for treatment
- Wrote notes on sessions, interventions with client and collaborations with other providers
- Developed Safety Plans for High Risk client and provide appropriate treatment to decrease high risk behaviors and stabilize client.
- Conducted substance abuse assessment and supportive treatment.
- Attended and represented the clinic at events in the community organized by other agencies and state organizations such as ACS and Police Community Affairs.
- Developed protocols and coordinated events at the clinic such as health fairs and holiday celebrations.

- In collaboration with DOHMH Mental Health School Consultants, provided workshops on Mental Health to parents, teachers and staff at schools.

Fee for Service Bilingual Therapist, Metropolitan Center For Mental Health

July, 2014- May 2015

- Provided Counseling services to children, adults and families
- Case Management (provide client with assistance in completing forms and referral for adjunct services.
- Maintained charts in compliance with OMH regulations
- Collaborated with psychiatrist, PCP, school counselors and other providers in order to coordinate care for clients
- Attended weekly staff
- Developed treatment plans according to client's diagnosis, needs and goals for treatment
- Wrote notes on sessions, interventions with client and collaborations with other providers
- Facilitated ADHD/Social Skills Children's Group

Activity Specialist, Inwood Community Services

December, 2009 – September, 2010

- Organized and provide after school program activities to children
- Provided age appropriate engaging activities
- Provided activities for a range of interests
- Monitored children behavior and correct inappropriate actions
- Established and enforced rules concerning rough play
- Planed educational activities and prepare children for monthly presentation of their work in the program

Intern, Trustees of Columbia University CSS Program

September,2009 – July, 2010

- Lead in-service training and multidisciplinary team meetings
- Guide clients in the development of skills and strategies for dealing with their mental problems
- Evaluate clients' mental condition based on review of client information in their individual chart
- Counsel clients individually and in group sessions, to assist in overcoming dependencies, adjusting to life, and making changes

- Encourage clients to express their feelings and discuss what is happening in their lives, and help them to develop insight into themselves and their relationships

ADDITIONAL SKILLS AND QUALIFICATIONS

- Fluent in English and Spanish
- Proficient in the use of Microsoft Word, Power Point, Internet, Zoom, Google Meets
- Trainings in: Group therapy, Suicide Prevention and Assessment, Cognitive Behavioral Therapy, Identifying and Reporting Child Abuse, Multicultural Assessment, Working with the LGBTQ, Substance Abuse Assessment, Assessment and Treatment on Non-Suicidal Self Injury
- Dignity for All Students Act and School Violence Prevention and Intervention Workshops
- Course in Multicultural Education at City College

References

Ellen McLean, LCAT
 Supervisor/ Behavioral Coordinator
 Urban Health Plan
 914-309-4520 (Please leave a message on her voicemail)

Elba Acosta, LMSW, CASAC
 Consultant, Special Projects
 Comunilife, Inc
 718-644-3542

Julie Perez
 Patient Services Representative
 Urban Health Plan
 646-571-6061

Pedro P. Luna 67
 East Maple Ave
 Suffern, NY
 10901
 Pedro.Luna@lehman.cuny.edu
 (347) 805-5506

Education

Long Island University-Hudson/Rockland Campus

Advanced Certificate in Mental Health Counseling

Syracuse University

Master of Science in Education, Student Affairs Counseling, CACREP Accredited

Hobart and William Smith Colleges

Bachelor of Arts, Sociology and Pre-Med

Work Experience

Summary

An accomplished College Counselor with over nineteen years of professional experience in higher education. My professional mission is to implement evidence-based interventions that promote student retention and graduation, academic growth and professional development.

SEEK Counselor (Higher Education Associate) at Lehman College

February 2007 – Present

Provide educational, career and personal development counseling to a case load of approximately 150 college students from diverse backgrounds. Teach a first year seminar that empowers students to make an effective transition from high school to college. Participate in program research activities and present at professional conferences. The SEEK Program at Lehman is one of the largest opportunity program in New York State with an enrollment of approximately 850 students. Since fall 2015, I have served as a counseling coordinator for the SEEK Program. Since I started working at Lehman, the SEEK Program has increased the six year graduation rates from 27.5% for cohort 2006 to 48.8% for cohort 2010.

Academic Counselor at Syracuse University

November 2000 - February 2007

Provided advisement and counseling to students in the area career, financial and personal matters. Developed new programmatic initiatives that focus on the personal and professional development of students. Participated in the recruitment and selection of students for the Higher Education Opportunity Program.

Opportunity Program Counselor at Hobart and William Smith Colleges

May 1998 - November 2000

Provided academic advising to multicultural students as they transitioned from high school to college. Coordinated the Summer Orientation Program and supervised all activities of the Intercultural Center.

Current Professional Memberships

- American Counseling Association (ACA)
- Association for Multicultural Counseling and Development (AMCD)
- National Employment Counseling Association (NECD)
- Association for Assessment and Research in Counseling (AARC)
- NACADA - The Global Community for Academic Advising
- National Board for Certified Counselors (NBCC)
- Tri-State Consortium of Opportunity Programs in Higher Education

Past Professional Memberships

- American School Counselor Association (ASCA)
- Professional Organization Development Network (POD)
- American College Counseling Association (ACCA)

Professional Leadership Experiences

- NACADA-NY Downstate Region** March 2017 -
Present Representative
- Professional Staff Congress (PSC CUNY)** March 2017-
Present Chair of Labor Management Committee
- SEEK and College Discovery Counseling Council – CUNY** Sept. 2016-
Present Co-Chair
- Professional and Organizational Development Network** 2003- 2004
Chair of the Diversity Commission

Courses Taken and Training Completed

- Cultural Dimensions of Counseling - EDP 684 -SU
- Vocational Dev & Career Counseling - EDP 701 – SU
- Clinical Methods in Counseling- CPT 600 – LIU
- Counseling Process and Theory - EDP 678 – SU
- Counseling Process and Practice - EDP 679 – SU
- Counseling Research Methods - Cou 758 – SU
- Assessment in Counseling - Cou 646 - SU
- Developmental Psychopathology - SPC 650 – LIU -Hudson
- Professional, Ethical and Legal Issues in Counseling - CPT 504 – LIU- Hudson
- Professional Identity in Counseling – EDG 700 - Lehman
- Resiliency-Focused Counseling - SPC 745 – LIU-Hudson
- Life-Span Human Development - EDP 698 - SU
- College Student Development- HED 721 – SU
- The History of American Colleges and Universities - HED 605 - SU
- Administrative Principles and Practices in Higher Education - HED 615 – SU
- Public Policy in Higher Education – HED 715 - SU
- Counseling Internship Practicum I (300 Hours) - CPT 700 – LIU- Hudson
- Counseling Internship Practicum II - CPT 701 (300 Hours) – LIU-Hudson

- Student Affairs Internship (600 Hours) – Cou 790 - SU

Training:

- Child Abuse Identification and Reporting, April 2017
- Violence Prevention, April 2017
- On Course I & II Workshops: A Four Day Professional Development Workshop for College Educators
- Insideout Coaching: Helping Others Achieve Performance Breakthroughs

Volunteer Experiences

- **Musician** October 2013-December 2015
St. Joseph Parish, Spring Valley, New York
- **Youth Ministry Coordinator** September 2009-June 2013
St. Nicholas of Tolentine Parish, Bronx, New York

Languages

Bilingual - English and Spanish

Research Interests

Student Engagement, Student Learning and Development, Assessment of Counseling and Learning, Multicultural Counseling, Career Counseling, Strategic Learning and Self-Regulation, College Retention and Graduation

Technological Skills

SPSS, Access, Excel, PowerPoint, Prezi, Blackboard, CUNYFirst Trainer, E-Portfolio, Social Media (Facebook, Twitter, Instagram, Youtube, LinkedIn, Google Docs), and video editing

Selected Presentations and Interview

- Tri-State Consortium of Higher Education Atlantic City, NJ –April 2017
Assessing a New Data-Driven Retention Model
- NACADA Northeast Region 1 Portland, ME – March 2016
Identifying and Developing Strategic Learners
- Tri-State Consortium of Higher Education Tarrytown, NY –April 2015
Creating a Culture of Innovation to Impact The Retention of First Year College Students
- The Community College Enterprise (Academic Journal) March 2004
Interview- Two Sides of the Same Coin: Diversity in the Classroom
Interviewed by Dr. Steven L. Berg

JOSEPH FEOLA

jfeolajr@gmail.c

om

646.897.7050

EDUCATIONCREDENTIALS

New York School Counselor Permanent Certificate (#1392263)	08.2018
New Jersey Licensed Professional Counselor (#37PC00516000)	03.2015
Approved Clinical Supervisor (#ACS01836)	10.2014
New York School Counselor Provisional Certificate (#691281121)	09.2012
National Board Certified Counselor (#275221)	03.2011
New Jersey School Counselor Standard Certificate (#806586)	02.2011

COUNSELING EXPERIENCE*Stuyvesant High School, New York City Department of Education, New York, NY***School Counselor****09.2016-****Present**

Facilitate the academic, social, and emotional growth of students attending New York City's top public high school. Provide individual, group, and family counseling, academic and career advising, and developmental classroom lessons aligned with the school counseling curriculum. Consult and collaborate with faculty and staff to provide professional development workshops, and coordinate student support. Provide academic and social emotional resources to students and families in school, and within the surrounding boroughs. Serve as a Health Resource Room Advisor as part of New York City's Condom Availability Program. Serve as a mandated reporter in compliance with New York State's Dignity for All Students Act (DACA).

*Central High School, Hopewell Valley Regional School District, Pennington, NJ***School Counselor****09.2011-****08.2016**

Formed positive relationships with students, parents/guardians, and educational staff. Promoted academic achievement, career and vocational exploration, personal and social development. Provided individual and group counseling sessions focusing on topics including mindfulness meditation, diversity expression, and future focus. Participated in the Rutgers Depression Prevention Initiative by running a control group for students with depressive symptoms. Served in the Counselor role for the inception and execution of the Behavioral Health Assessment Team. Provided appropriate outside mental health resources for students and families, and consult regularly for treatment support. Provided appropriate referrals to the Student Assistance Counselor. Interpreted cognitive, aptitude and achievement tests, most often connected to the Intervention and Referral Services and 504 Committee referrals. Designed individual academic programs geared toward students' future goals. Serve as a mandated reporter in compliance with New Jersey's Harassment, Intimidation, and Bullying Law (HIB). Collaborated with Child Study Team members, specifically on students with Individualized Education Programs. Tracked student graduation eligibility based on course completion and standardized test scores. Coordinated portfolio evaluation for students who do not meet testing requirements for graduation. Facilitated evening programs for parents/guardians on various topics including the college admissions process. Served as counseling liaison to the branches of the US

Armed Services, Service Academies, and ASVAB coordinators. Served as the Naviance System Administrator for the department and school staff. Assisted in the planning and execution of school and district programming, including Day of Empowerment, Day of Dialogue, Challenge Day, and Freshmen Transition Day. Served on the Oversight Committee to an inaugural conference for parents focusing on the mental health of adolescents scheduled for the next academic year.

Princeton House Behavioral Health, Princeton HealthCare System, Hamilton, NJ

Doctoral Intern (Clinical) **06.2015-**
08.2015

Provided individual, group, and multi-family counseling within the partial and acute partial hospitalization, intensive outpatient, and dual-diagnosis intensive outpatient adolescent programs. Provided clinical documentation within the QuadraMed CPR system. Completed clinical assessments and evaluation with program psychiatrists and psychiatric nurse practitioners. Compiled comprehensive treatment plans for patients, and provide appropriate updates. Coordinated care with patients' outside insurance providers. Attended treatment team meetings for the purposes of consultation and coordination of care.

Office of the Deans of Students, Rutgers University, New Brunswick, NJ

Interim Case Manager **05.2011-**
08.2011

Assisted the Dean of Students in supporting and nurturing students with the most complicated psychological challenges and diagnosed accommodations. Reported to the Senior Dean of Students, who was also the Vice President of Student Affairs' designee and chair of the Behavioral Health Intervention Team. Helped to implement and follow up on decisions made by the team regarding students that were a significant threat to themselves and the University community. Responsible for maintaining databases and records of the most complicated and psychologically involved students. Recruited for position based on performance during undergraduate internship.

Nottingham High School-North, Hamilton Township School District, Hamilton, NJ

Counseling Specialty Intern **01.2011-**
06.2011

Counseled students in grades 9-12. Worked closely to support seniors through their college admission and decision processes. Assisted students with financial aid and NCAA athletic recruitment. Supported students through relationship issues. Facilitated several family counseling sessions with students and parents/guardians. Prepared graduating seniors for the transition to college student life.

Fisher Middle School, The Ewing Public Schools, Ewing, NJ

Practicum Student and Counseling Intern **01.2010-**
06.2011

Counseled students in grades 6-8. Collaborated with teachers to provide developmental classroom lessons supporting the counseling curriculum on topics including rumor elimination and cyber-bullying. Provided individual counseling, and co-lead a social skills group with the School Psychologist. Developed and lead an after-school group for referred boys presenting with behavioral challenges. Participated in a school-wide event raising diversity awareness, focusing on the work of Dr. Martin Luther King, Jr. Served as an Adult Facilitator for Challenge Day. Assisted the Lead Counselor in the student scheduling

process and NJ ASK implementation, accommodating for students' 504 plans. Provided support for other school goals including the community food bank program.

Antheil Elementary School, The Ewing Public Schools, Ewing, NJ

Counseling Intern

09.2010-

12.2010

Counseled students in grades K-5. Scheduled and facilitated "lunch bunch" groups and other opportunities for student-to-student interaction in a counseling setting. Provided individual and group counseling for several students residing in a shelter. Conducted several home visits with supervising counselor to support students' families. Collaborated with teachers to provide developmental classroom lessons on topics including anti-bullying, goal setting, mediation, and respect of self and others. Served as part of the reorganization of the school's Intervention and Referral Services and 504 Committees.

TEACHING EXPERIENCE

New York University, Steinhart School of Culture, Education, and Human Development, New York, NY

Adjunct Instructor

Foundations of School Counseling 2018	Fall
Group Dynamics 2018	Summer
Professional Orientation and Ethics for School Counseling 2018	Spring
Practicum 2018	Spring
Professional Orientation and Ethics for School Counseling 2017	Winter
Foundations of School Counseling 2017	Fall
Professional Orientation and Ethics for School Counseling 2017	Spring
Course Lead Practicum 2018	Spring

Molloy College, Rockville Centre, New York, NY

Invited Speaker

Sexual and Gender Minorities, Introduction to Counseling Services
Spring 2017

Montclair State University, College of Education and Human Services, Montclair, NJ

Adjunct Instructor

Introduction to Professional and Ethical Issues in Counseling
2017 **Spring**

Co-Instructor

Multicultural Issues in Counseling
2015 **Fall**

Counseling LGBT Populations and Families	Summer
2014 Clinical Supervisor	
University-Supervisor, School Counseling Practicum	Spring
2015	
University-Supervisor, Higher Education/Student Affairs Practicum	Spring
2015 Invited Speaker	
Sexual and Gender Minorities, Multicultural Counseling	Spring
2017	
Sexual and Gender Minorities, Introduction to School Counseling	Spring
2017 Career Counseling, Sexual and Gender Minorities/Career Development in Schools	Spring
	Spring
2016 Diversity in Higher Education, College Admissions and Affirmative Action	Spring
2016	
*Counseling LGBT Populations, Counseling Sexual and Gender Minorities in Adolescence	
Summer 2015	
Career Counseling, Sexual and Gender Minorities/Career Development in Schools	Spring
2015	
*Presentation co-facilitated with high school students	

*Rider University, Department of Graduate Education, Counseling and Leadership,
Lawrenceville, NJ*

Adjunct Faculty

Counseling Techniques Laboratory	Fall 2015
Introduction to Counseling Services	Fall 2013
Foundations of School Counseling	Spring
2013	

Clinical Supervisor

Site-Supervisor, School Counseling Internship	Spring
2014 Invited Speaker	
*Multicultural Counseling, Counseling Sexual and Gender Minorities in Schools	Spring
2014	
*Presentation co-facilitated with high school students	

The College of New Jersey, Department of Counselor Education, Ewing, NJ

Invited Speaker

Counseling Children & Adolescents, Counseling Sexual and Gender Minority Youth	Spring
2015	
Counseling Exceptional & At-Risk Children/Adolescents, LGBT Youth in Schools	Summer
2012	

Rutgers University, Graduate School of Education, New Brunswick, NJ

Clinical Supervisor

Site-Supervisor, School Counseling Practicum	Spring
2014	

Central High School, Hopewell Valley Regional School District, Pennington, NJ

Faculty Advisor, Teen Prevention Education Program (Teen PEP) Fall 2013-Spring 2014

Teen PEP is a collaboration among the Center for Supportive Schools, HiTOPS, Inc., and the New Jersey Department of Health and Senior Services. Teen PEP is a comprehensive, sexual health program that utilizes peer-to-peer education to increase students' knowledge, attitudes, skills, and behaviors associated with healthy decision-making. Work to equip

students with the knowledge, skills, attitudes and behaviors to avoid pregnancy, HIV/AIDS, and other sexually transmitted infections.

Westminster College of the Arts, Office of Student Success, Princeton, NJ

Writing Associate Fall 2008-Spring 2011

Served undergraduate and graduate students to improve writing skills across disciplines. Taught all stages of the writing process through appointments and walk-in hours. Participated in training led by English Department Faculty.

Rutgers University, Office of Student Services, New Brunswick, NJ

Teaching Assistant, Students in Transition Seminar Fall 2006

Supported transfer students in their academic, social and emotional transition to the university. Worked to orient students with the university's many offices, departments and on-campus services. Facilitated small group discussions and ice breaker/team builder activities to develop a support network for students in the transition process.

COLLEGE STUDENT AFFAIRS EXPERIENCE

Rider University, Office of Residential Programs, Lawrenceville, NJ

Residence Director 08.2008-05.2011

Managed the operations of one first year residence hall, and one upper-class hall, housing approximately 250 students. Supervised undergraduate student staff of five Resident Advisors and 18 Office Assistants. Responded to varying levels of crisis on the university's 24-hour on-call duty rotation. Collaborated with faculty to develop programming for the Fine Arts, Baccalaureate Honors and College of Business Administration living-learning communities. Advised Hall Council and coordinated student leadership training. Facilitated modules for graduate and undergraduate student staff selection and training. Supervised curriculum for all residence hall programming. Served as an in-hall resource for student concerns, conflict resolution, and crisis management.

Rider University, Office of Residential Programs, Lawrenceville, NJ

Resident Assistant and Residence Director Training Facilitator 08.2008-05.2011

Facilitated modules for undergraduate and graduate student staff training. Topics covered included: mental health crisis/suicidal ideation, diversity and LGBTQ sensitivity, staff development and motivation, programming, ice breakers/team builders, and student leadership development.

Rutgers University, Office of the Deans of Students, New Brunswick, NJ

Intern to the Senior Dean of Students 08.2007-08.2008

Constructed letters for faculty documenting the extenuating circumstances of students, e.g. medical and/or psychological leave, loss of immediate family members, etc. In emergencies, served on the "Dean On-Call" rotation, to meet with student walk-ins. Recorded minutes for "Safety Net" meetings, led by Counseling and Psychological Services, Student Health Services and the Deans of Students Office. This group would later be called the "Behavioral Health Assessment Team," to which I would later serve as Case Manager.

Rutgers University, Office of Residence Life, New Brunswick, NJ

Resident Advisor 12.2005-05.2008

Fostered and inspired strong, inclusive communities in residence halls. Encouraged and supported students in their academic, social and personal growth. Helped students to

develop skills to succeed in a global society and promoted appreciation of diversity. Developed programming to meet the needs of my specific population, comprised mainly of international and out-of-state students. Served as a role model on campus and exhibited the ability to be an effective listener and excellent resource.

ADVISING EXPERIENCE

Stuyvesant High School, New York City Department of Education, New York, NY

Co-Advisor, Spectrum 09.2016-Present

Support the student-lead organization focusing on sexual and gender diversity. Coordinate district-wide events held at our school's location.

Global Connections Kenya, Hopewell Valley Regional School District, Pennington, NJ

Mental Health Counselor, Student Welfare 07.2016

Was responsible for the mental health and psychological support of approximately 15 students from inside and outside of the Hopewell Valley Regional School District during their two-week mission of educational diplomacy in Kenya. The goal of this mission is to build global bridges of understanding through service learning and cultural emersion.

Central High School, Hopewell Valley Regional School District, Pennington, NJ

Advisor, Diversity Council 09.2014-06.2016

Evolving from a counseling group facilitated for two years prior to the group's charter, the Diversity Council provides a safe space for students identifying as racial, cultural, and ethnic minorities, and their allies, to discuss the issues and challenges they face related to power, privilege, and oppression.

Central High School, Hopewell Valley Regional School District, Pennington, NJ

Advisor, Spectrum (Formerly "Gay-Straight Alliance") 09.2012-06.2016

Brought together queer-questioning/identifying students and allies to support one another, raise awareness in the school and outside community, provided a safe space for all students, and create a platform for activism to fight homophobia and transphobia. Fostered the leadership development of executive board members and provided opportunities for activism. Connected students with outside resources e.g. the Central New Jersey chapter of the Gay, Lesbian and Straight Education Network.

Rider University, Office of Student Life, Lawrenceville, NJ

Co-Advisor, Gay-Straight Alliance 09.2009-05.2011

Created a safe space for queer-questioning/identifying students and allies. Raised awareness of current state, national, and international legislation affecting the community. Encouraged student activism and supported student leadership development. Educated students about diversity inside and outside of the community, e.g. the gender spectrum. Affirmed and supported students through the various developmental stages of the "coming out" process. Counseled students through tragedies affecting the community. Connected students with outside panels, speakers, conferences and other educational experiences.

Rider University, Office of Student Life, Lawrenceville, NJ

Co-Advisor, Residence Hall Association 09.2009 -05.2011

Advised the university-wide executive board, the largest of four sub-governing organizations on campus. Monitored the \$24,000 budget used to provide programming for the campus community. Coordinated co- sponsorship opportunities with other

organizations and university offices. Encouraged student advocacy and fostered student leadership development. Maintained affiliations with the National and Central Atlantic Association of College and University Residence Halls.

ACADEMIC RESEARCH

Montclair State University, Department of Counseling and Educational Leadership, Montclair, NJ

Principal Investigator IRB-Approved

This independent research project, "Utilizing a Gay Straight Alliance Mentorship Model to Support Sexual and Gender Minorities in Schools," is a qualitative, practitioner action-research study which works to understand the experience of a mentorship model of support for high school and middle school students participating in a gay straight alliance program. Faculty Sponsor: Dr. Leslie Kooyman.

CONFERENCE PRESENTATIONS

- Christian, N., **Feola, J.**, Crawford, C., & Nadrich, T. (2017, February). *Culturally responsive crisis intervention and social justice advocacy for queer people of color*. Paper Session presented at the 34th Annual Teachers College Columbia Winter Roundtable on Cross Cultural Psychology and Education, New York, NY.
- **Feola, J.** (2016). *Utilizing a Gay-Straight Alliance Mentorship Model to support sexual and gender minorities in schools*. Association for Lesbian, Gay, Bisexual and Transgender Issues in Counseling, San Antonio, TX.
- **Feola, J.**, Gentry, K. (2014). "Leadership and Masculinity: Unpacking the Influences of Gender Presentation and Sexual Identity on Employment for Men in the Workplace." New Jersey Association for Multicultural Counseling, West Windsor, NJ.
- Abrahams, C., **Feola, J.**, Colavita, R., Daher, M., Curran, R., Dolbec, S., Khame, H. (2014). "Utilizing District and Community-Based Resources in Supporting Students' Mental Health." New Jersey School Boards, Atlantic City, NJ.
- Ieva, K., **Feola, J.**, Chen-Hayes, S. F., Chen-Hayes, L. T., & Chen-Hayes, K. L. (2014). "Empowering LBGT-headed Families and Students in K-12 Schools." New Jersey School Counselor Association, West Long Branch, NJ.
- Shoemaker, K., Feola, J., Martinez, T. (2014). "Adolescent Career Development in Schools: Focusing on Special/Marginalized/At-Risk Populations." New Jersey School Counselor Association, West Long Branch, NJ.
- Feola, J. (2014). "Supporting LGBTQ-Identifying High School Students through the College Application and Transition Process." Association for Lesbian, Gay, Bisexual and Transgender Issues in Counseling, New Orleans, LA.
- Feola, J., Woods, J., Curran, R. (2014). "Symbiotic Relationships: Connecting Agencies with School Districts." New Jersey Counseling Association, Lincroft, NJ.
- Abrahams, C., **Feola, J.**, Colavita, R., Daher, M., Curran, R., Darcy, J., Khame, H. (2013). "Down the Rabbit Hole: Creative Strategies for Supporting High School Students' Mental Health." New Jersey School Counselor Association, Long Branch, NJ.

- **Feola, J.** (2013). “LQBTQ Student Voices: Supporting the Spectrum.” Hopewell Valley Regional School District Academy, Pennington, NJ. **This presentation was co-lead by high school students**
- **Feola, J.,** Curran, R. (2012). “May I Introduce You to... YOU! – Exploring Jung’s Psychological Type & Myers-Briggs Type Indicator.” Hopewell Valley Regional School District Academy, Pennington, NJ.

PROFESSIONAL LEADERSHIP

Chi Sigma Iota, Counseling Academic & Professional Honors Society International

President, Rho Upsilon Beta chapter, Rider University 02.2011-04.2012

Responsible for initiating the charter, and was first elected President of the largest chapter in New Jersey. Worked to foster a committee-model so the direction and motivation of the chapter remained in the hands of the membership. Appointed 10 committee chairs to assist with chapter leadership. Organized academic and social programming for membership and outside counseling community. Represented the chapter at the 2011 American Counseling Association Conference in New Orleans, Louisiana.

International Association of Addiction and Offender Counselors, American Counseling Association

Division Chair, Collegiate Addictions Committee 11.2010-06.2012

Supported prevention, treatment, research, training, and advocacy for addicted student populations. Recruited new committee membership and encouraged leadership and academic contribution. Research focused primarily on specific on-campus recovery communities, supported by offices counseling services or residential life, as well as accredited Recovery Schools.

Old Dominion University, Norfolk, VA – Tuscany, Italy

Participant, International Counseling Institute 05.2009-06.2009

Worked as part of a delegation of counseling students from across the country, to understand the differences in counseling practice in the United States from Italy, and greater Europe. Attended small seminars led by Italian counseling professionals. Competencies in areas including art therapy, play therapy, and holistic wellness were introduced by Old Dominion University counseling faculty members.

AWARDS AND RECOGNITION

Central High School, Hopewell Valley Regional School District, Pennington, NJ

“Black and Gold Award,” Performing Arts Seniors **02.2015**

“Black and Gold Award,” Performing Arts Seniors **11.2012**

Rho Upsilon Beta Chapter, Chi Sigma Iota, Rider University, Lawrenceville, NJ

Outstanding Graduate Award **04.2013**

International Association of Addictions and Offender Counselors, American Counseling Association

Certificate of Appreciation, Outstanding Service as Committee Chair **03.2012**

Certificate of Appreciation, Outstanding Service as Committee Chair **03.2011**

Rider University, Lawrenceville, NJ

“You Have Made a Difference Award,” Dean of Freshman Students **09.2010**

“Building of the Year Award,” Office of Residential Programs **04.2010**

Rutgers University, New Brunswick, NJ

“Resident Assistant of the Semester Award,” Office of Residence Life **04.2007**

PROFESSIONAL AFFILIATIONS

Academics Come Together-UAW Local 7902 (NYU Adjunct Union)
American Counseling Association
American Counseling Association of New York
American Federation of Teachers, Montclair State University Adjunct Chapter
American School Counselor Association
Association for Gay, Lesbian, Bisexual and Transgender Issues in Counseling
Association of American University Professors, Rider University Chapter
Chi Sigma Iota, Chi Sigma Mu Chapter, Montclair State University
Counselors for Social Justice
National Education Association
New York State Education Association
New York State School Counselors Association
United Federation of Teachers

KALYA CASTILLO

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mail.com ·
917.232.5350

EDUCATION

**Seton Hall University
South Orange, NJ**

Ph.D. in Counseling Psychology (APA Accredited)

August 2022 Director of Clinical Training: Pamela Foley, Ph.D., ABPP, 973-275-2742,
Pamela.Foley@shu.edu

Advisor: Dr. Jason D. Reynolds (Taewon Choi)

**Lehman College
Bronx, NY**

M.S.Ed.. Counselor Education (CACREP-Accredited)

May 2011

Advisor: Dr. Stuart Chen-Hayes

**Bard College
Annandale-on-Hudson, NY**

B.A., Major: Sociology Minor: Multi-Ethnic Studies

May 2006

Advisor: Dr. Yuval Elmelech

CERTIFICATIONS

New York State provisional license in School Counseling, K-12th grade
May 2011

CLINICAL EXPERIENCE

**Weill Cornell Neuropsychology Service, Department of Neurology
New York Presbyterian Hospital/Weill Cornell Medicine
New York, NY**

Doctoral Extern

October 2020-present

- Conduct neuropsychological assessments in outpatient setting via virtual platform with adult patients seeking diagnostic evaluation for neurologic disorders including autoimmune disorders, head trauma, attention deficit, and stroke
- Score, interpret, and integrate test data for evaluations
- Collaborate with providers referring patients from the Division of Neurodegenerative Disorders
- Participate in weekly didactics on central topics in clinical neuropsychology
- Supervisor: Lisa D. Ravdin, PhD

**We're Here Program, University of Michigan
New York, NY**

Outreach Worker/Manager

June 2020-Sept 2020

- Facilitated weekly individual and group psychosocial support sessions via telehealth (video-call) to adolescents and adults experiencing mental stress due to physical distancing practices as a result of COVID-19
- Implemented CBT-based interventions designed to provide psychoeducational resources and assisted participants in practicing strategies to manage psychological stress and promote healthy daily routines
- Oversaw team of Outreach Workers through weekly supervision meetings, management of session scheduling, and review of timesheets
- Supervisor: Jeffrey Muller, PhD

**School-Based Health Center Program, New York Presbyterian Hospital and
Columbia University Mailman School of Public Health
New York, NY**

Doctoral Extern

June 2019-June 2020

- Facilitated individual and group therapy to middle and high school students
- Provided parenting support, family therapy, teacher/staff consultation, and facilitate psychoeducational workshops
- Co-facilitated classroom lessons based on Dialectical Behavior Therapy approach addressing concepts of mindfulness, emotion regulation, and distress tolerance
- Administered Behavioral Health Screening, suicide risk assessment and intervention planning, crisis interventions, and diagnostic evaluations
- Utilized Columbia Suicide Severity Rating Scale, PHQ-A, Mini Mental Status Exam, and other basic self-report rating scales
- Supervisors: Angelika Terepka, PsyD and Yolanda Thomas, PhD

**Counseling Services Center, CUNY John Jay College
New York, NY**

Doctoral Extern

September 2018-May 2019

- Provided short- and long- term individual psychotherapy sessions to undergraduate and graduate students
- Presented concerns: anxiety, depression, identity formation, interpersonal relationships, management of eating disorders, sexual assault, social anxiety, stress management, suicidal ideation, trauma, and vocational concerns
- Crisis management, suicide assessment
- Co-facilitated psychoeducational group sessions for first-generation college students
- Conducted intakes and brief psychological assessments
- Supervisor: Cory Head, PhD

Hackensack University Medical Center Hospital**Hackensack, NJ***Doctoral Extern*

October 2017- May 2018

- Collaborated with doctors within an integrative healthcare setting to provide patients and families affected by long-term illnesses with counseling and support
- Participated in patient intakes
- Served the departments of Geriatrics, Pediatric Rheumatology and Neuroscience: Headache Clinic and Multiple Sclerosis
- Supervisors: Brian Amorello, PhD; Florian Thomas, MD; Krupa Pandey, MD

Futures, Inc.**Greenwich, CT***Counselor*

July 2011-September 2015

- Provided transitional counseling for student with intellectual disabilities; provided training in daily living activities, personal awareness skills, behavior management, independence and community integration
- Served as job coach; assisted with work site integration, helped student meet performance standards and to work independently

Bronx Engineering and Technology Academy**Bronx, NY***Masters Intern*

September 2010-May 2011

- Provided academic, personal/social, college and career development to high school students
- Facilitated individual and group sessions, as well as developmental classroom lessons
- Prepared parent workshops on academic development, college access and the financial aid process
- Gathered and analyzed student data to implement necessary interventions and to maintain student retention.
- Developed a comprehensive, developmental and data-driven school counseling program website for department: www.schoolcounselingcorner.weebly.com

TEACHING EXPERIENCE

Freshman Studies Department, Seton Hall University**South Orange, NJ***Instructor*

August 2017-December 2019

- Taught four sections of University Life (ULife1001) course to class sizes of up to 25 freshmen
 - o Course content developed to assist students in transitioning to college life. Lessons include: Developing an ePortfolio; Engaging Diversity; Catalogue Review; Time Management; Summer Reading, Creative and Critical Thinking; College Professionalism and Leadership
- Taught College Study Skills (SKIL1104) course designed for freshmen on academic

probation

- o Course lessons include: Critical Thinking, Leadership, Motivation and Resilience, Public Speaking, Self-Awareness

Counselor Education Department, CUNY Lehman College

Bronx, NY

Adjunct Lecturer

January 2017-Present

- Teach graduate courses titled EDG 701: Counseling Theories and Techniques; EDG 732: Abuse, Violence and Chemical Dependency;

EDG 704: Career Counseling; and EDG 708: Counseling Research, Program Development, and Evaluation (both in-person and fully online formats)

- Establish course objectives and teach through lecture, group activities, in-class projects and technology integrated assignments through Blackboard
- Teach class sizes of up to 30 students

Special Education Department, CUNY Hunter College

New York, NY

Adjunct Lecturer

August 2015-December 2015

- Taught a graduate course on the assessment of students with disabilities (SPED 701) in class sizes of 22 students; technology integrated assignments through Blackboard
- Lessons included but not limited to: Response to Intervention, disproportionality, formal and informal assessments, progress monitoring, norm-referenced assessment, dynamic and portfolio assessment, interpreting assessment results for instructional planning

Psychology Department, CUNY Lehman College

Bronx, NY

Adjunct Lecturer

January 2016- Present

- Teach undergraduate courses titled PSY 218: Psychology of Adolescent Development and PSY217: Child Psychology in class sizes of up to 31 students; technology integrated assignments through Blackboard
- Lessons included but not limited to: theories on adolescent development, gender development, the self & identity, love and sexuality, biological and cognitive transitions

PROFESSIONAL WORK EXPERIENCE

Seton Hall University

South Orange, NJ

Freshman Studies Mentor/Graduate Assistant

June 2017-December 2019

- Counseled and advised freshman in the development of their course of study and transition skills in navigating college-level requirements
- Conducted course registration workshops and introductory Univesity Life (ULife) sessions for freshmen during summer prior to official enrollment
- Actively supported student progress by connecting with on and off-campus resources and departments to enhance study skills, social/emotional development, and career exploration
- Delegated responsibilities and evaluated performance of Peer Advisors, undergraduate

mentors to freshmen students

**CENTER FOR SCHOOL/COLLEGE COLLABORATIVES, CUNY LEHMAN COLLEGE
Bronx, NY**

Teacher Opportunity Corps Program

School Outreach Coordinator

August 2016-Sept 2019

- Trained and maintained communication with mentors from partnership school sites to oversee TOC student interns within teacher preparation programs
- Evaluated teaching demonstrations by student interns working with high school students in the Lehman College Saturday Program
- Co-wrote TOC grant with School of Education faculty members, developed TOC Mentor Handbook and student assessments
- Conducted surveys of students to determine site placement, evaluative feedback, and progress towards internship goals

Student Support Services

NYC Teaching Fellows Student Support Services Part-time Counselor

July 2016-May 2017

- Regularly met with students to address challenges and monitor progress in teacher certification process and classroom training
- Collaborated with graduate department coordinators and faculty members to assist students in accessing resources on campus

Careers In Teaching Program

Counselor

May 2011-Sept 2019

- Used strengths-based approach to counsel, support and address concerns of first-generation college students seeking teaching careers
- Taught self-advocacy skills for college persistence and graduation
- Lead workshops on the processes of teacher certification, applying to graduate school, applying for funding and scholarships and post-college planning
- Wrote grant proposals in collaboration with members of the School of Education Department
 - Communicate with college teaching faculty and staff to assess student performance
 - Managed a comprehensive database on student caseload
 - Collaborated with Director to create CIT Mentoring Program; regularly recruit, select and train mentors to work with high school students

Healthy Respect Program (Program Reach)

New York, NY

Instructor/Educator

May 2006- October 2008

- Taught 7-12th grade students lessons in health and character education including goal-setting, addressing peer pressure and practicing personal integrity
- Conducted pre- and post-course surveys and daily class assessment reports
- Co-led workshops for parents, teachers and community members

- Collaborated with Curriculum Director to produce curriculum lesson plans and activities for Peer Educator Mentoring Program; conducted training of Peer Educators

ASSESSMENTS ADMINISTERED

- WAIS-IV Wechsler Adult Intelligence Scale 4th Edition
- WISC-V Wechsler Scale for Children 5th Edition
- Minnesota Multiphasic Personality Inventory-2 (MMPI-2)
- Myers-Briggs Type Indicator (MBTI)
- Neuroticism, Extroversion, Openness- Personality Inventory-Revised (NEO-PI-3)
- Rorschach Exner System
- Thematic Apperception Test (TAT)
- Vineland Adaptive Behavior Scales 3rd Edition

MHH Clinic

New York, NY

Clinical Extern

March 2020- May 2020

- Administrated, scored, and interpreted test batteries, including cognitive and developmental assessments to individuals with moderate-to-severe intellectual disabilities under supervision of a licensed psychologist.

RESEARCH EXPERIENCE

Seton Hall University

South Orange, NJ

Research projects conducted with the approval of the Seton Hall University Institutional Review Board

Research Competency Project: How Does Internalized Oppression Affect the Identity Development of Biracial Black-Asian Americans?

Principal Investigator

September 2018-Oct 2019

- Second-year doctoral student research competency project involving interviews with 10 biracial Black- Asian adult participants examining identity formation in the context of cultural affiliations, racialization, and nuanced experiences
- Qualitative study utilizing Grounded Theory methods of coding and data analysis
- Completed data collection in November 2018
- Research Advisor: Minsun Lee, Ph.D. & Jason D. Reynolds, Ph.D.

Research Team

February 2018-May 2018

Research Assistant under Kristin Kim, M.A.

- Transcribed focus group interviews
- Assisted in the development of a qualitative study

Research Team

Research Assistant under Dr. Jason D. Reynolds

June 2019- Present

- Assist team in literature review development
- Conduct data analysis and coding for transcripts
- Assist in the development of a qualitative study on the experience of mentor loss within doctoral programs

Research Assistant under Dr. Minsun Lee

August 2017-May 2019

- Transcribed client interviews and therapy sessions
- Conducted data analysis through Grounded Theory methods
- Assisted in the development of a qualitative study and manuscript based on the application of a task analysis to sessions involving bicultural and gender role conflict respectively

CUNY School of Public Health

New York, NY

Research Assistant under Dr. Christopher Palmedo

- Conducted thematic analyses of data from the Bronx Health Project based on Grounded Theory methods

CUNY Lehman College

Bronx, NY

Research projects conducted with the approval of the Lehman College Institutional Review Board

Research Team

Research Assistant under Dr. Janet DeSimone

January 2017-May 2017

- Conducted searches on the annual revenue and longevity of non-profit organizations in New York involved in human services
- Updated and maintained database of contacts, financial data and relevant organizations for surveys

CAMPUS OUTREACH ACTIVITIES

Applying to Graduate School (annual)

Bronx, NY

Informational workshop for Lehman College students in CIT

May 2011-Sept 2019

- Facilitated presentations on the graduate school application process for students interested in the education field which include test-taking deadlines, financial aid and grant sources, and options for fields of study
- Developed folder of updated resources to assist students in applying for graduate programs

CIT Information Sessions (annual)

Bronx, NY

Outreach workshop for Lehman College students

May 2011-Sept 2019

- Recruited qualifying undergraduates who fit federal guidelines of the CIT grant which include status as a first-generation college student and/or low-household income, and plan to minor in education
- Co-led presentations on program benefits, eligibility qualifications and commitment

guidelines

CIT Orientation Workshops (annual)

Bronx, NY

Informational workshop for Lehman College students accepted to CIT

May 2011-Sept 2019

- Co-facilitated presentations to outline student obligations, program resources and incentives

SUPERVISION EXPERIENCE

Special Education Department, CUNY Hunter College

New York, NY

Field Consultant

September 2015-Sept 2018

- Provided field supervision for graduate students within the NYC Teaching Fellows program enrolled in the Adolescent Special Education Master's Program
- Evaluated and provide written reports on the performance progress of first and second year teachers Hunter College rubric and Danielson ratings
- Provided advice and support to teachers throughout duration of two-year program

CUNY Lehman College

Bronx, NY

Mentoring Program Supervisor

September 2015-June 2017

- Trained college students to mentor high school students attending the Lehman College Saturday program
- Recruited college students interested in working with adolescents; created flyers, emailed students and faculty members
- Co-wrote Mentor Handbook and facilitated orientation workshops

PUBLICATIONS

Castillo, K., Reynolds (Taewon Choi), J. D., Lee, M., & Elliott, J. L. (in press).
Black-Asian American identity: An exploratory study on how internalized
oppression impacts identity development. *Asian American Journal of
Psychology*.

CONFERENCE PRESENTATIONS

Elliott, J. L., Sliwak, R. M., Halligan, C. S., Castillo, K., & Reynolds, J. D. (2020, May). The experiences of counseling psychology doctoral students who lost their advisor: Training and program implications. Poster presentation accepted at the 32nd APS Annual Convention, Chicago, IL. (Conference cancelled)

Castillo, K., Elliott, J. L., Halligan, C. S., Sliwak, R. M., & Reynolds, J. D. (2020, June). Dealing with loss: A qualitative exploration of counseling psychology students' experiences in losing their advisor. Poster presentation accepted at the Society for Qualitative Inquiry in Psychology (SQIP) 7th Annual Conference, Cambridge, MA. (Conference cancelled)

Elliott, J. L., Sliwak, R. M., Halligan, C. S., Castillo, K., & Reynolds, J. D. (2020, August). I lost my advisor, now what? Experiences of counseling psychology students who lost their advisor. Poster presentation accepted at the 128th Annual APA Convention, Washington, DC.

Castillo, K., Lee, M., Reynolds, J.D. (2019). How does internalized oppression affect the identity development of biracial Black-Asian Americans? Poster session presented at the annual meeting of the Asian-American Psychological Association, San Diego, CA.

Castillo, K., Lee, M. (2018). How does internalized oppression affect the identity development of biracial Black-Asian Americans? Poster session presented at the annual meeting of the American Psychological Association, San Francisco, CA.

TRAININGS

Federal TRIO Training programs:

November 15, 2015 TRIO Priority #5 (Anaheim, CA): Proven strategies for recruiting and serving
November 16, 2015 hard-to-reach populations, including students from groups that are
underrepresented in postsecondary education, students who are limited English
proficient and students who are individuals with disabilities.

July 27, 2014 TRIO Priority #3 (San Juan, Puerto Rico): Assessment of student needs;
July 29, 2014 proven retention and graduation strategies; and the use of educational
technology to design and operate a model TRIO project.

Council for Opportunity in Education:

October 9, 2016- Upward Bound Proposal Writing Workshop (Washington DC): Grant
October 10, 2016 writing protocol, review of regulations and suggestions to optimize proposal
acceptance.

AWARD

Research Award, Asian American Psychological Association 2019

Awarded to students demonstrating outstanding research that enhances the psychological and social understanding of Asian American issues. Amount awarded: \$100

LEADERSHIP EXPERIENCE

Counseling Psychology Student Association

Web Developer & Fundraising Updater September 2017-Present

- Responsible for all forms of social media, including management of CPSA Facebook page and other social media accounts
- Responsible for creating and continually updating a conference list and list of available funding/grants

TECHNOLOGY SKILLS

- Software: iOS and Windows systems, Microsoft Office, Google Apps, Blackboard
- Social media: Facebook, Instagram, LinkedIn, Twitter

**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK**

**Department of Counseling, Leadership, Literacy and
Special Education**

Curriculum Change

Name of Program and Degree Award: Advanced Certificate Program in Literacy Middle Childhood and Adolescence

Hegis Number: 0830.00

Program Code:

Effective Term: fall 2021

1. Type of Change: Adding a new Advanced Certification program leading to NYS certification in Literacy Grades 5-12.

2. Description:

Advanced Certificate Program in Literacy 5-12 grades (18 Credits)

This program will be offered to students who already possess a Master’s degree and a New York State (NYS) initial or professional certification in any subject area. The Advanced Certificate will enable them to become certified to teach Literacy 5-12 grades in NYS in addition to their base certificate. This program requires 12 credits in Literacy core content and 6 credits applying content and pedagogical knowledge in a clinical/ practicum experience.

Admission Requirements:

- A master's degree from an accredited college or university.
- A minimum 3.0 grade point average in graduate study.
- An initial or Professional teaching certification.
- An essay outlining career goals.
- Two letters of recommendation.
- An individual interview.

Program of Study:

Core Literacy Courses (Total of 12 credits):

EDR 703 Language and Literacy Acquisition and Development of Pre-	3
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EDR 713 Instructional Approaches for Language and Literacy Development in Middle Childhood and Adolescent Education OR EDR 765 Literacy in the Content Areas	3
EDR 723 Assessing and Evaluating Language and Literacy Development in Middle Childhood and Adolescent Education	3
EDR 753 Teaching Comprehensive Strategies in Literacy Through Young Adult Literature for the Diverse Learners	3

Clinical/Practicum Experience (**Total 6 credits**):

EDR 733 Practicum in Fostering Language and Literacy Development in Middle Childhood and Adolescent Education <i>Prereq: EDR 703, 713 or 765, 723, 753,</i>	6
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TOTAL CREDITS FOR CERTIFICATE: 18

3. Rationale:

In recent years, there has been increased demands for a program that will lead to an advanced certification in Literacy. Many of these requests come from potential candidates who already possess a master degree and initial or professional certification in other subject areas; therefore, they are not looking for a master’s degree program. By offering the Advanced Certificate program, we will create a formal, systematic, and programmatic path to retain students and increase overall enrollment.

4. Date of departmental approval: February 3, 2021

**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK**

**Department of Counseling, Leadership, Literacy and
Special Education**

Curriculum Change

Name of Program and Degree Award: Advanced Certificate Program in Literacy Early Childhood and Childhood Education

Hegis Number: 0830.00

Program Code:

Effective Term: fall 2021

1. Type of Change: Adding a new Advanced Certification program leading to NYS certification in Literacy Birth-6 grade.

2. Description:

Advanced Certificate Program in Literacy Birth-6 grade (18 Credits)

This program will be offered to students who already possess a Master's degree and a New York State (NYS) initial or professional certification in any subject area. The Advanced Certificate will enable them to become certified to teach Literacy birth-6 grades in NYS in addition to their base certificate. This program requires 12 credits in Literacy core content and 6 credits applying content and pedagogical knowledge in a clinical/ practicum experience.

Admission Requirements:

- A master's degree from an accredited college or university.
- A minimum 3.0 grade point average in graduate study.
- An initial or Professional teaching certification.
- An essay outlining career goals.
- Two letters of recommendation.
- An individual interview.

Program of Study:

Core Literacy Courses (Total of 12 credits):

EDR 702 Language and Literacy Acquisition and Development of Children	3
EDR 712 Instructional Approaches for Language and Literacy Development in Childhood Education	3
EDR 722 Assessing and Evaluating Language and Literacy Development in Childhood Education	3
EDR 752 Teaching Comprehensive Strategies in Literacy Through Children’s Literature for the Diverse Learners	3

Clinical/Practicum Experience (Total 6 credits):

EDR 731 Practicum in Fostering Language and Literacy Development in Early Childhood and Childhood Education <i>Prereq: EDR 702, 712, 722, 752</i>	6
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TOTAL CREDITS FOR CERTIFICATE: 18

3. Rationale:

In recent years, there has been increased demands for a program that will lead to an advanced certification in Literacy. Many of these requests come from potential candidates who already possess a master degree and initial or professional certification in other subject areas; therefore, they are not looking for a master’s degree program. By offering the Advanced Certificate program, we will create a formal, systematic, and programmatic path to retain students and increase overall enrollment.

4. Date of departmental approval: February 3, 2021

Senate Meeting - 4/07/21

Undergraduate Curriculum Committee (UCC) Report

The following proposals were approved unanimously by the UCC, with a quorum present on (7/7 members in attendance):

1. Biological Sciences
 - Change in degree requirements
 - BIO 438-New course
2. History
 - HIE 312 -New course
3. Sociology
 - SOC 228 -Pathways
 - SOC 228 -Syllabus
 - SOC 181-New course
4. Health Sciences
 - HPI 101-New Course

Informational items

Next meeting: May 5th, 2021

**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK**

DEPARTMENT OF BIOLOGICAL SCIENCES

CURRICULUM CHANGE

Name of Program and Degree Award: Biology I, B.S.

Hegis Number: 0401

Program Code: 34022

Effective Term: Fall 2021

1. **Type of Change:** (*Change in Degree Requirements,*)

2. **From:**
Biology, B.S. (39-78 Credit Major)

The required courses and credits are distributed as follows:

Prerequisites * (34-38 credits):

		Credits
BIO 166	Principles of Biology: Cells and Genes	4
BIO 167	Principles of Biology: Organisms	4
CHE 166	General Chemistry I	4
CHE 167	General Chemistry Laboratory I	1.5
CHE 168	General Chemistry II	4
CHE 169	General Chemistry Laboratory II	1.5
PHY 166	General Physics I	5
PHY 167	General Physics II	5
MAT 175	Calculus I	4
MAT 155	Calculus I Laboratory	1

**BIO 166 and BIO 167 can be used to fulfill General Education requirements. Both are prerequisites to all other Biology courses.*

MAT 175: Depending on Mathematics placement, students may need to complete the pre-requisite MAT 172, 4 credits.

Students who complete any or all of the pre-requisite courses before declaring the major may complete the major in less than 77 credits.

Foundation (Required) Courses (19 credits):

Biology (7 credits):

		Credits
BIO 238	Genetics	4
BIO 240	Biostatistics	3

Organic Chemistry (12 credits):

		Credits
CHE 232	Organic Chemistry Lecture I	4
CHE 233	Organic Chemistry Laboratory I	2
CHE 234	Organic Chemistry Lecture II	4
CHE 235	Organic Chemistry Laboratory II	2

At least 20-21 credits in one of the following tracks:

Biomedical Sciences at least 21 credits

Select courses from Lists: A, B, and C

At least 12 credits from List A:

		Credits
BIO 228	Mammalian Physiology	4
BIO 267	Comparative Anatomy of Vertebrates	4

BIO 331	Experimental Microbiology	4
BIO 333	Endocrine Physiology	4
BIO 350	Introduction to Immunology	4
BIO 400	Biological Chemistry	4
BIO 410	Cell Physiology and Biochemistry	4
BIO 411	Principles of Virology	2
BIO 415	Medical Microbiology	4
BIO 420	Molecular Biology	4

At least 8 credits from List B:

		Credits
BIO 241	Evolution, Species, and Biogeography	3
BIO 268	Vertebrate Embryology	4
BIO 311	Parasitology	3
BIO 312	Parasitology Laboratory	2
BIO 320	Neural Development: From Genes and Cells to Brains	3
BIO 321	Neural Development Laboratory	2
BIO 330	Plant Physiology	4
BIO 336	Marine Biology Lectures	3
BIO 338	Genetics of Man	4
BIO 339	Ecology	4
BIO 340	Human Body and Brain	3

BIO 341	Human Body and Brain Laboratory	2
BIO 401	Biological Systematics	4
BIO 406	Biochemistry of Differentiation	3
BIO 431	Comparative Animal Physiology	4
BIO 435	Neurophysiology	3
BIO 465	Microbial Physiology and Genetics	4

At least 1 credit from List C:

		Credits
BIO 450	Biology Seminar	1
BIO 489	Introduction to Experimental Biology	1 (may be repeated for a maximum 3 credits).
BIO 490	Honors in Biological Sciences	3

Organismic Sciences at least 21 credits

Select courses from Lists A, B, and C

At least 12 credits from List A:

		Credits
BIO 241	Evolution, Species, and Biogeography	3
BIO 268	Vertebrate Embryology	4
BIO 311	Parasitology	3
BIO 312	Parasitology Laboratory	2
BIO 320	Neural Development: From Genes and Cells to Brains	3

BIO 321	Neural Development Laboratory	2
BIO 330	Plant Physiology	4
BIO 336	Marine Biology Lectures	3
BIO 338	Genetics of Man	4
BIO 339	Ecology	4
BIO 340	Human Body and Brain	3
BIO 341	Human Body and Brain Laboratory	2
BIO 401	Biological Systematics	4
BIO 406	Biochemistry of Differentiation	3
BIO 431	Comparative Animal Physiology	4
BIO 435	Neurophysiology	3
BIO 465	Microbial Physiology and Genetics	4

At least 8 credits from List B:

		Credits
BIO 228	Mammalian Physiology	4
BIO 267	Comparative Anatomy of Vertebrates	4
BIO 331	Experimental Microbiology	4
BIO 333	Endocrine Physiology	4
BIO 350	Introduction to Immunology	4
BIO 400	Biological Chemistry	4
BIO 410	Cell Physiology and Biochemistry	4

BIO 411	Principles of Virology	2
BIO 415	Medical Microbiology	4
BIO 420	Molecular Biology	4

At least 1 credit from List C:

		Credits
BIO 450	Biology Seminar	1
BIO 489	Introduction to Experimental Biology	1 (may be repeated for a maximum 3 credits).
BIO 490	Honors in Biological Sciences	3

Brain Sciences at least 20 credits

Select courses from Lists: A, B, and C

At least 13 credits from List A:

		Credits
BIO 228	Mammalian Physiology	4
BIO 320	Neural Development: From Genes and Cells to Brains	3
BIO 321	Neural Development Laboratory	2
BIO 340	Human Body and Brain	3
BIO 341	Human Body and Brain Laboratory	2
BIO 435	Neurophysiology	3

At least 1 credit from List B:

		Credits
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BIO 450	Biology Seminar	1
BIO 489	Introduction to Experimental Biology	1 (may be repeated for a maximum 3 credits).
BIO 490	Honors in Biological Sciences	3

6-9 credits from List C:

		Credits
PSY 166	General Psychology	3
PSY 308	Motivation and Emotion	3
PSY 310	Psychology of Learning	3
PSY 312	Psychology of Memory	3
PSY 314	Cognitive Psychology	3
PSY 317	Psychology of Sensation and Perception	3
PSY 366	Clinical Neuropsychology	3

PSY 166 can be used to fulfill General Education requirements and is a prerequisite to all other PSY courses. Students who complete PSY 166 before declaring the major only need to complete 6 credits in this area.

Bioenvironmental Sciences at least 21 credits

Select courses from Lists: A, B, and C or D

At least 14 credits from List A:

		Credits
BIO 241	Evolution, Species, and Biogeography	3
BIO 246	Growth and Development of Higher Plants	4

BIO 270	Invertebrate Zoology	3
BIO 271	Invertebrate Zoology Laboratory	2
BIO 330	Plant Physiology	4
BIO 331	Experimental Microbiology	4
BIO 336	Marine Biology Lectures	3
BIO 339	Ecology	4
BIO 400	Biological Chemistry	4
BIO 420	Molecular Biology	4

At least 1 credits from List B:

		Credits
BIO 450	Biology Seminar	1
BIO 489	Introduction to Experimental Biology	1 (may be repeated for a maximum 3 credits).
BIO 490	Honors in Biological Sciences	3

Either at least 6 credits in Geospatial Sciences from List C:

		Credits
GEP 204	Basic Mapping: Applications and Analysis	3
	Or	
GEO 101	Dynamic Earth	3
	Or	
GEH 101	An Introduction to Geography	3
	And	

GEP 205	Principles of Geographic Information Science	3
	And	
GEP 321	Introduction to Remote Sensing	4
	Or	
GEP 3750	Data Acquisition and Integration Methods for GIS Analysis	3

Or 6 credits from List D:

		Credits
POL 3600	Political Demography	3
POL 366	Global Political Economy	3
POL 368	Global Environmental Politics	3
POL 343	International and Regional Organizations	3

3. To:

Biology, B.S. (39-78 Credit Major)

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BIO 167	Principles of Biology: Organisms	4
CHE 166	General Chemistry I	4
CHE 167	General Chemistry Laboratory I	1.5
CHE 168	General Chemistry II	4

CHE 169	General Chemistry Laboratory II	1.5
PHY 166	General Physics I	5
PHY 167	General Physics II	5
MAT 175	Calculus I	4
MAT 155	Calculus I Laboratory	1

**BIO 166 and BIO 167 can be used to fulfill General Education requirements. Both are prerequisites to all other Biology courses.*

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Students who complete any or all of the pre-requisite courses before declaring the major may complete the major in less than 77 credits.

Foundation (Required) Courses (19 credits):

Biology (7 credits):

		Credits
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Organic Chemistry (12 credits):

		Credits
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CHE 235	Organic Chemistry Laboratory II	2

At least 20-21 credits in one of the following tracks:

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BIO 267	Comparative Anatomy of Vertebrates	4
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BIO 333	Endocrine Physiology	4
BIO 350	Introduction to Immunology	4
BIO 400	Biological Chemistry	4
BIO 410	Cell Physiology and Biochemistry	4
BIO 411	Principles of Virology	2
BIO 415	Medical Microbiology	4
BIO 420	Molecular Biology	4

At least 8 credits from List B:

		Credits
BIO 241	Evolution, Species, and Biogeography	3
BIO 268	Vertebrate Embryology	4
BIO 311	Parasitology	3
BIO 312	Parasitology Laboratory	2
BIO 320	Neural Development: From Genes and Cells to Brains	3
BIO 321	Neural Development Laboratory	2
BIO 330	Plant Physiology	4

BIO 336	Marine Biology Lectures	3
BIO 338	Genetics of Man	4
BIO 339	Ecology	4
BIO 340	Human Body and Brain	3
BIO 341	Human Body and Brain Laboratory	2
BIO 431	Comparative Animal Physiology	4
BIO 435	Neurophysiology	3
<u>BIO 438</u>	<u>Genomics and Human Health</u>	<u>4</u>
BIO 465	Microbial Physiology and Genetics	4

At least 1 credit from List C:

		Credits
<u>BIO 440</u>	<u>Biology Journal Review</u>	<u>2</u>
BIO 450	Biology Seminar	1
BIO 489	Introduction to Experimental Biology	1 (may be repeated for a maximum 3 credits).
BIO 490	Honors in Biological Sciences	3

Organismic Sciences at least 21 credits

Select courses from Lists A, B, and C

At least 12 credits from List A:

		Credits
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BIO 268	Vertebrate Embryology	4
BIO 311	Parasitology	3
BIO 312	Parasitology Laboratory	2
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BIO 321	Neural Development Laboratory	2
BIO 330	Plant Physiology	4
BIO 336	Marine Biology Lectures	3
BIO 338	Genetics of Man	4
BIO 339	Ecology	4
BIO 340	Human Body and Brain	3
BIO 341	Human Body and Brain Laboratory	2
BIO 431	Comparative Animal Physiology	4
BIO 435	Neurophysiology	3
<u>BIO 438</u>	<u>Genomics and Human Health</u>	<u>4</u>
BIO 465	Microbial Physiology and Genetics	4

At least 8 credits from List B:

		Credits
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BIO 267	Comparative Anatomy of Vertebrates	4
BIO 331	Experimental Microbiology	4
BIO 333	Endocrine Physiology	4

BIO 350	Introduction to Immunology	4
BIO 400	Biological Chemistry	4
BIO 410	Cell Physiology and Biochemistry	4
BIO 411	Principles of Virology	2
BIO 415	Medical Microbiology	4
BIO 420	Molecular Biology	4

At least 1 credit from List C:

		Credits
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BIO 321	Neural Development Laboratory	2
BIO 340	Human Body and Brain	3

BIO 341	Human Body and Brain Laboratory	2
BIO 435	Neurophysiology	3

At least 1 credit from List B:

		Credits
<u>BIO 440</u>	<u>Biology Journal Review</u>	<u>2</u>
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PSY 308	Motivation and Emotion	3
PSY 310	Psychology of Learning	3
PSY 312	Psychology of Memory	3
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PSY 366	Clinical Neuropsychology	3

PSY 166 can be used to fulfill General Education requirements and is a prerequisite to all other PSY courses. Students who complete PSY 166 before declaring the major only need to complete 6 credits in this area.

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At least 14 credits from List A:

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BIO 246	Growth and Development of Higher Plants	4
BIO 270	Invertebrate Zoology	3
BIO 271	Invertebrate Zoology Laboratory	2
BIO 330	Plant Physiology	4
BIO 331	Experimental Microbiology	4
BIO 336	Marine Biology Lectures	3
BIO 339	Ecology	4
BIO 400	Biological Chemistry	4
BIO 420	Molecular Biology	4

At least 1 credit from List B:

		Credits
<u>BIO 440</u>	<u>Biology Journal Review</u>	<u>2</u>
BIO 450	Biology Seminar	1
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BIO 490	Honors in Biological Sciences	3

Either at least 6 credits in Geospatial Sciences from List C:

		Credits
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Or		

GEO 101	Dynamic Earth	3
	Or	
GEH 101	An Introduction to Geography	3
	And	
GEP 205	Principles of Geographic Information Science	3
	And	
GEP 321	Introduction to Remote Sensing	4
	Or	
GEP 3750	Data Acquisition and Integration Methods for GIS Analysis	3
Or 6 credits from List D:		
		Credits
POL 3600	Political Demography	3
POL 366	Global Political Economy	3
POL 368	Global Environmental Politics	3
POL 343	International and Regional Organizations	3

4. Rationale (Explain how this change will impact learning outcomes of the department and Major/Program):

Addition of a new course (Bio 438) to list B of the Biomedical Track and to list A of the Organismic track and addition of an existing course (Bio 440) to list C/list B of all the tracks will provide students with a greater choice in topics of study for their respective tracks and give them a stronger background in biology.

5. Date of departmental approval: 02/09/21

**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK**

DEPARTMENT OF BIOLOGICAL SCIENCES

CURRICULUM CHANGE

1. **Type of change:** *New Course*

Department(s)	Biological Sciences
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Biology
Course Prefix & Number	Bio 438
Course Title	Genomics and Human Health
Description	In-depth analysis of genomes in humans, rodents, and primates and covers the current understanding of genetic and genomic mechanisms in relation to human health. Topics include gene identification and functional genomic studies in cancer, ageing, infertility, and behavior; development and evaluation of genetic testing and biopharming; and social/ethical/legal issues related to genetic and genomic advances.
Pre/ Co Requisites	Bio 166 and Bio 167 and Bio 238 Genetics
Credits	4
Hours	4
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. Rationale:

This advanced course in genetics is proposed based on the biology degree curriculum, and it is designed for students who are interested in graduate programs or medical school. A brief survey of some students in the introductory genetics classes indicated a keen interest among high achieving students to learn advanced genomics related to human health issues, including cancer, ageing, infertility and behaviors such as addiction. A student preference for 4 credits also led to the design of two meetings each week for a total of 4 hours. Specifically, for 2 hours in each meeting, the tentative plan is to arrange 1 hour for introductory lecture, followed by 1 hour of computer practicum (recitation), which will promote students' active learning. The proposed course and Bio 338 (Genetics of Man) that is in our course catalog would not be sequential, rather the two courses would offer additional choices for our students. The proposed 4-hour advanced with computer practicum (recitation) will meet the urgent needs of our students to become competitive in the job market or graduate/professional school admissions.

4. Learning Outcomes (By the end of the course students will be expected to):

- Explain human genome structure/annotation and analyze comparative genomes from animal models.
- Assess the strategies of gene identification and function dissections for complex traits important for human health such as cancer, ageing, infertility, and behavior.
- Develop the ability of using genomic resources for genetic testing of disorders, genomic evaluation for disease treatments and prognosis, and gene therapy.
- Comprehensively analyze social and ethical issues derived from genetic and genomic advances.

5. Date of Departmental Approval: September 16, 2020

**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK**

SCHOOL OF HEALTH SCIENCES, HUMAN SERVICES & NURSING

CURRICULUM CHANGE

1. **Type of change:** New Course

2.

Department(s)	HEALTH PROFESSIONS INSTITUTE
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	HEALTH SCIENCES
Course Prefix & Number	HPI 101
Course Title	US Healthcare: Careers in a Unique System
Description	Study of practice and interprofessional relationships of various healthcare professions, such as clinical (MD, DO, PA, TR, PharmD), nursing (LPN, RN, BSN, NP), rehabilitation (PT, OT, Speech), other (lab tech, social work) non-clinical (public health, health administration, health education) and Vet/tech. Impact of historical and current trends such as health care reform and reimbursements on the various healthcare professions.
Pre/ Co Requisites	NA
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g., Writing Intensive, WAC, etc.)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression

	Individual and Society Scientific World
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3. **Rationale:**

We are requesting that this course be made a permanent course. It has been offered as an experimental course since spring 2020.

The class was initially developed to address the needs of health science students who transfer into Lehman with pre-med-like prerequisites but may not have the grades or finances for medical school; it was piloted to help them find alternative educational paths that will fulfill their healthcare career goals. Students need to understand the history and interplay of various healthcare fields in order to knowledgeably explore employment options and plan their academic path for careers post-graduation.

In fall 2020, the course was added to the Nursing, Social Work and Health Sciences first year (FYI) block and taught as a jumbo course by a Health Sciences faculty member. Providing first year students with an overview of health career opportunities broadens their academic and occupational options early on, and supports more realistic thinking about the requirements and expectations of a range of healthcare careers.

In the course, students analyzed and explained the evolution of their chosen career path, the influences of unions, lobbying groups, and credentialing agencies, and how their career of interest has evolved. Students examined and discussed forms of social differentiation by researching trends in employment and whether over time, their selected field was considered a protected place of employment or if individuals were shut out of the profession based on their race, ethnicity, etc. Students also learned about health insurance, reimbursement trends, job readiness skills, and interprofessional education to understand how health care professionals work together to improve patient-centered care and safety.

Student response to the course has been positive. In the FYI block session, student evaluation responses included:

This class has impacted my future career path by helping me decide what I really want to do in the future. It also showed me what was needed for each career that I was thinking about pursuing.

This class made me aware of some careers I did not even know existed, such as a Genetic Counselor. It was quite interesting to realize how little time we spend thinking about how many careers are available and needed in this world. Additionally, this class taught me the various flaws that have occurred in the US Healthcare System. This class has impacted my future career health care career path because it has broadened the amount of choices that I have in the future. Before this class I didn't even know what a speech language pathologist was...now I have other choices.

4. Learning Outcomes (By the end of the course students will be expected to):

STUDENT LEARNING OBJECTIVES (SLO):

SLO 1: Classify the essential functions of health care clinicians and non-clinicians.

1A: Contrast the skills, academic foundations, legal responsibilities, practices and technical skills of specified health care professions.

SLO 2: Identify personal aptitudes and core competencies that lead to success as a health professional.

2A: Demonstrate job-related critical thinking, communication, and collaboration skills

2B: Develop an optimal personal health career path.

SLO 3: Explain health care reimbursement and jobs trends and implications for future health care workers in selected career areas.

3A: Describe the role of technology in health care service delivery.

SLO 4: Discuss the structure and organization of various health care settings

4A: Differentiate among health care facilities with respect to demographics, care, types of health services, providers, and finances.

4B: Recognize the integrated roles in the healthcare team listing members of multi-disciplinary teams in the acute, subacute/rehabilitation, outpatient, community and educational settings.

5. Date of Departmental Approval:

Approved by HS2N School Executive Committee on 2/17/21

**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK**

DEPARTMENT OF HISTORY

CURRICULUM CHANGE

1. **Type of change:** New Course

2.

Department(s)	History
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Modern European
Course Prefix & Number	HIE 312
Course Title	Fashion and History
Description	The relationship between fashion and history from the fourteenth century to the present—beginning with the “fashion revolution” of the Middle Ages and concluding with current debates over sustainability in the fashion industry.
Pre/ Co Requisites	NA
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	Writing intensive
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. Rationale:

Fashion is increasingly recognized as a serious area for historical research, as a subject that expands our understanding of historical cultures and incorporates the perspectives of women, workers, and other individuals and groups whose contributions and experiences are often ignored or ill-studied. For undergraduate students, fashion is a subject of widespread interest that provides a familiar point of entry into the study of otherwise distant and foreign cultures.

4. Learning Outcomes (By the end of the course students will be expected to):

- Master a broad swath of history of fashion in the West from the 14th to the 21st centuries.
- Develop an individual understanding of the role of fashion in the present by studying the past.
- Analyze visual sources as historical evidence.
- Communicate accurately and effectively about fashion history, using proper terminology, in oral and written work.
- Evaluate online resources critically.
- Produce polished written work that cites sources correctly.

5. Date of Departmental Approval: 1 February 2021

**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK**

DEPARTMENT OF SOCIOLOGY

CURRICULUM CHANGE

1. **Type of change:** New Course

2.

Department(s)	Sociology
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Sociology
Course Prefix & Number	SOC 181
Course Title	Introduction to Data Analysis Applications for Social Science
Description	Use of a specific programming language or application used in the social sciences.
Pre/ Co Requisites	Departmental Permission
Credits	1 (May be repeated up to three times for different specific topics)
Hours	1
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. **Rationale:**

The use of research software and programming languages is increasingly important

in social science. However, in depth and specific instruction is challenging in the context of classes on other topics (such as statistics or research methods). This class will give students who want a more focused learning opportunity. It will stand on its own but also potentially complement specific other courses that are offered. As a 1 credit, 100 level course it will not substitute for a course in the sociology major. Department permission Required.

4. Learning Outcomes (By the end of the course students will be expected to):

By the end of the course students will be expected to:

1. Use the software or programming language studied to import, curate and analyze data.
2. Write basic scripts, functions or other applicable code in the software or language.
3. Explain the distinctive features of the language or application.
4. Explain the use of the language or application in sociology.

5. Date of Departmental Approval: 2/16/2021

CUNY Common Core Course Submission Form

Instructions: All courses submitted for the Common Core must be liberal arts courses. Courses may be submitted for only one area of the Common Core. All courses must be 3 credits/3 contact hours unless the college is seeking a waiver for another type of Math or Science course that meets major requirements. Colleges may submit courses to the Course Review Committee at any time. Courses must also receive local campus governance approval for inclusion in the Common Core.

College	Lehman College
Course Prefix and Number (e.g., ANTH 101, if number not assigned, enter XXX)	SOC 228
Course Title	Sociological Perspectives on Gender & Society
Department(s)	Sociology
Discipline	Sociology
Credits	3
Contact Hours	3
Pre-requisites (if none, enter N/A)	n/a
Co-requisites (if none, enter N/A)	n/a
Catalogue Description	Construction of gender at both the interpersonal and institutional levels. Topics include the intersection of gender with class, race, and sexuality in education, media, health, family and work.
Special Features (e.g., linked courses)	
Sample Syllabus	Syllabus must be included with submission, 5 pages max recommended

Indicate the status of this course being nominated:

X current course revision of current course a new course being proposed

CUNY COMMON CORE Location

Please check below the area of the Common Core for which the course is being submitted. (Select only one.)

Required

- English Composition
 Mathematical and Quantitative Reasoning
 Life and Physical Sciences

Flexible

- World Cultures and Global Issues X Individual and Society
 US Experience in its Diversity Scientific World
 Creative Expression

Waivers for Math and Science Courses with more than 3 credits and 3 contact hours

Waivers for courses with more than 3 credits and 3 contact hours will only be accepted in the required areas of "Mathematical and Quantitative Reasoning" and "Life and Physical Sciences." Three credit/3-contact hour courses must also be available in these areas.

If you would like to request a waiver please check here:

Waiver requested

If waiver requested:

Please provide a brief explanation for why the course will not be 3 credits and 3 contact hours.

If waiver requested:

Please indicate whether this course will satisfy a major requirement, and if so, which major requirement(s) the course will fulfill.

Learning Outcomes

In the left column explain the course assignments and activities that will address the learning outcomes in the right column.

D. Individual and Society

A Flexible Core course must meet the three learning outcomes in the right column.

This SLO is assessed by writing assignments, exam questions, and/or group activities that require students to gather and interpret empirical data and/or textual evidence from a variety of sources.

Example: An essay assignment that asks students to gather, interpret, and assess information on the role of families, media, schools, health, and sexuality on gender experiences and inequalities in contemporary society using evidence from an assortment of research studies and results.

- Gather, interpret, and assess information from a variety of sources and points of view.

This SLO is assessed by writing assignments, exam questions, and/or group activities that require students to gather and critically evaluate empirical and/or textual evidence from a variety of sources on the various topics covered in the class ranging from education and health to work and family.

Example: A homework assignment where students need to assess US government data about the pay gap they've collected and discussed during in-class group activities, and use that as evidence to make written arguments about what the data can and cannot explain about the patterns they see in the statistical charts.

- Evaluate evidence and arguments critically or analytically.

Students are required to make written arguments in a variety of short homework assignments throughout the semester, and are asked to present their arguments and findings orally in-class.

***Example: A homework assignment where students choose a social issue that pertains to gender (e.g., pay gap, child care, sex education), and drawing on class materials and/outside sources write a letter to the politician explaining the social issue and the policy they think the politician should support to address it. Students read their letters to the class and get feedback from their peers on their use of evidence and their argument.**

- Produce well-reasoned written or oral arguments using evidence to support conclusions.

A course in this area (II.D) must meet at least three of the additional learning outcomes in the right column. A student will:

This SLO is assessed by writing assignments, exam questions and/or group activities that require students to identify and apply fundamental sociological concepts in particular examples or assigned materials.

- Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the relationship between the individual and society, including, but not limited to, anthropology, communications, cultural studies, history, journalism, philosophy, political science, psychology, public affairs, religion, and sociology.

<p>Example: Test questions that require students to discuss and reflect upon competing sociological theories of and concepts about workplace inequalities.</p>	
<p>This SLO is assessed by writing assignments, exam questions, and/or group activities wherein students examine the interconnectedness of the individual and social institutions to understand how individual agency and social structure shape values, choices, experiences, successes, and overall well-being for individuals.</p> <p>Example: A homework assignment, drawing on West & Zimmerman's article "Doing Gender," wherein students attempt to "do the opposite gender" for at least 20 minutes and write a reflection essay on their experiences and others' reactions to them as they think about what it means to do gender in contemporary society.</p>	<ul style="list-style-type: none"> • Examine how an individual's place in society affects experiences, values, or choices.
	<ul style="list-style-type: none"> • Articulate and assess ethical views and their underlying premises.
	<ul style="list-style-type: none"> • Articulate ethical uses of data and other information resources to respond to problems and questions.
<p>This SLO is assessed by writing assignments, exam questions, and/or group-activities wherein students examine how gender, along with other social statuses, impact experiences of individuals across their lifetime, in different historical epochs, and cross-nationally.</p> <p>Example: A final essay writing assignment that asks students to gather, interpret, and assess information on how social institutions, social policy and gender shape individuals' work and domestic roles and choices in contemporary society using evidence from an assortment of statistical charts and research studies.</p>	<ul style="list-style-type: none"> • Identify and engage with local, national, or global trends or ideologies, and analyze their impact on individual or collective decision-making.

Sociological Perspectives on Gender & Society (SOC 228)
Lehman College

Instructor: Professor Sample Professor
Office Hours: Monday XX:00-XX:00 in Carman XXX
Email: sample.professor@lehman.cuny.edu

Course Catalog Description

3 hours, 3 credits. Construction of gender at both the interpersonal and institutional levels. Topics include the intersection of gender with class, race, and sexuality in education, media, health, family and work.

Course Objectives:

- understand sociological approaches to gender
- evaluate research on gender
- apply concepts about gender to current events and course materials

This course also fulfills the Individual & Society flexible core requirement. As such this course includes: Systematic study of individuals, their impact on society and society's impact on them: introduction to typical modes of inquiry and systematic ways of thinking about the topic.

Learning Outcomes (for pathways flexible core Individual & Society course):

- √ Gather, interpret, and assess information from a variety of sources and points of view.
- √ Evaluate evidence and arguments critically or analytically.
- √ Produce well-reasoned written or oral arguments using evidence to support conclusions.
- √ Identify and apply the fundamental concepts and methods of sociology exploring the relationship between the individual and society
- √ Examine how an individual's place in society affects experiences, values, or choices.
- √ Identify and engage with local, national, or global trends or ideologies, and analyze their impact on individual or collective decision-making

Required Texts and Readings:

- (1) Most of the readings are articles and are available on the course Blackboard website (all readings are listed later in the syllabus under "course outline & weekly assignments" section)
- (2) You will need access to just one book for the class from which we will be reading and discussing several chapters (information below). The book can be purchased from the Lehman College Bookstore. You can also look at Amazon to rent the book or buy a used copy, including an e-book version.

Required book: Hochschild, Arlie. 2012 edition. *The Second Shift*. NY: Penguin Books

COURSE REQUIREMENTS (HOW YOU WILL BE GRADED):

Two Exams (@30% midterm; @30% final – @60% of final grade total): Your exams will consist of short answers (in-class) and an essay (the essay portion will be take-home). For the first exam you will be responsible for all reading and lecture material through week 6 of the

semester. For the second exam you will be responsible for the material covered in from weeks 8-14 of the course.

Quizzes (@15% of final grade): There will be a short quizzes every week. These will usually consist of multiple choice type questions that test you on your understanding of readings, lectures and films for the week.

Class Participation/Attendance and Bb Discussion Board (@10% of final grade): Each week I will create a new discussion board forum where I will pose questions about that week's material. To get full credit for discussion board participation and weekly "attendance" you must post a reply to the question(s) I pose by class AND reply to two other students' posts by Friday @11:59pm (you will not see other students' posts until you submit yours). These postings don't get graded, but you should write in full sentences (no text messaging abbreviations, etc.).

"Homework" Assignments (15% of final grade): Throughout the semester you will be assigned five brief "homework" assignments. As part of the "homework" assignment you will be asked to write up a very short 1-2 page paper that will allow you to apply concepts and findings to the course to real life experiences and data.

Course Grading for Final Grade:**

A = 93-100; A- = 90-92; B+ = 87-89; B = 83-86; B- = 80-82; C+ = 77-79; C = 73-76; C- = 70-72; D+ = 67-69; D = 60-66; F = 0-59

COURSE OUTLINE

WEEK 1: How Does Gender Matter?: Feminist perspectives

*Frye, "Oppression"

*McIntosh, "White Privilege: Unpacking the Invisible Knapsack"

Week 2: Nature vs. Nurture: The Variability and Social Construction of Gender (and Sex)

*Lorber, "'Night to His Day': The Social Construction of Gender"

*West & Zimmerman, "Doing Gender"

WEEK 3: Learning Gender: Language and Interpersonal Behavior, Families, Peers and Schools

*Richardson, "Gender Stereotyping in the English Language,"

*Orenstein, "Shortchanging Girls: Gender Socialization in School"

*Kane, "No Way My Boys are Going to Be Like That!: Parents' Responses to Children's Nongender Conformity"

WEEK 4: Gender Images and the Media

*Wolf, "The Beauty Myth,"

*Kareithi, "Hegemonic Masculinity in Media Contents"

*Gengler, "Selling Feminism, Consuming Femininity"

WEEK 5: Gendered Differences, Inequalities and Conception of Health & Bodies

*Steinem, "If Men Could Menstruate"

- *Gimilin, “Cosmetic Surgery: Beauty as Commodity”
- * Courtenay, "Constructions of masculinity and their influence on men's well-being: a theory of gender and health"

WEEK 6: Gender & Sexuality

- *Armstrong, Hamilton & England, “Is Hooking Up Bad for Young Women?”
- *Tolman et al, “Getting Close, Staying Cool: Early Adolescent Boys' Experiences with Romantic Relationships”
- * Mackler, "Sex Ed: How Do We Score?"

WEEK 7: MIDTERM

WEEK 8: Gender & The Labor Force-Change & Continuities

- *Bose & Wheley, “Sex Segregation in the US Labor Force”
- *Kennelly, “‘That Single Mother Element’: How White Employers Typify Black Women”

WEEK 9: Gendered Labor: Emotional Labor and Non-Traditional Labor

- *Kang, “The Managed Hand”
- *Eisenberg "Marking Gender Boundaries: Porn, Piss and Power Tools”

WEEK 10: Tokens, Sexual Harassment, and Men in Non-Traditional Occupations

- *Quinn, “Sexual Harassment and Masculinity: The Power and Meaning of Girl Watching”
- *Williams, "The Glass Escalator: Hidden Advantages for Men in the "Female Professions"

WEEK 11: Chore Wars: Housework and Invisible Labor

- *Hochschild, *The Second Shift*, chapters 1-6, and 9

WEEK 12: The Stalled Revolution: Childcare and Social Policy, The Gendered Implications

- *Hochschild, *The Second Shift*, chapters 12-13, 15-17, and afterward

WEEK 13: Gender and Work-Family Conflict

- * Hochschild, “The Time Bind”
- *Gerson, K. “Moral dilemmas, moral strategies, and the transformation of gender: Lessons from two generations of work and family change”

WEEK 14: What Would You Like to Change? (Student Presentations)

WEEK 15: FINAL EXAM

OVERVIEW OF ASSIGNMENTS KEYED TO LEARNING OUTCOMES:

Midterm Essay Instructions

Drawing upon specific examples from the course readings, lectures, and/or films summarize some of the most prominent ways gender inequality is produced, reinforced, challenged, and/or has changed in four of the areas we have studied in week 3 through week 6. The areas we have studied that you should write about include (you choose which 4 to focus on): (1) language, (2) family, (3) education, (4) the media, (5) health, and (6) sexuality. The essay question should be answered as fully and completely as possible, drawing from all of the information covered in the

course so far. Make sure you have an introduction with a thesis statement/argument and provide at least two examples for each topic you discuss.

Learning outcomes: (#1) Gather, interpret, and assess information from a variety of sources and points of view; (#2) Evaluate evidence and arguments critically or analytically;; (#4) Identify and apply the fundamental concepts and methods of sociology exploring the relationship between the individual and society; (#6) Examine how an individual's place in society affects experiences, values, or choices; (#8) Identify and engage with local, national, or global trends or ideologies, and analyze their impact on individual or collective decision-making.

Summary of Final Essay Instructions

Answer the following question: how does gender affect 1) employment/work, and 2) family/parenting? The essay question should be answered as fully and completely as possible, drawing from all of the information covered in the course since the midterm/week 7. Use specific examples from the course materials (readings, class lectures/power-points, films) -- whatever information you can marshal to give the best possible answer. You are expected to have an introduction with a thesis statement/argument and each for each of the two topics you should provide at least three specific and distinct examples in which you explain its relevance to the question.

Learning outcomes: (#8) Identify and engage with local, national, or global trends or ideologies, and analyze their impact on individual or collective decision-making; (#1) Gather, interpret, and assess information from a variety of sources and points of view; (#2) Evaluate evidence and arguments critically or analytically; (#3) Produce well-reasoned written or oral arguments using evidence to support conclusions; (#4) Identify and apply the fundamental concepts and methods of sociology exploring the relationship between the individual and society; (#6) Examine how an individual's place in society affects experiences, values, or choices.

Short Answer Exam Questions:

This section requires you to recall key information/findings from readings and lecture on how gender is experienced as both a personal identity and social status in society, how we enact and learn gender, and the social institutions that shape gender experiences and expectations. Your answers should be in complete sentences and can be as short as a few sentences but no longer than a long paragraph. Good answers will demonstrate your knowledge and understanding of course materials and sociological concepts.

Learning outcomes: (#4) Identify and apply the fundamental concepts and methods of sociology exploring the relationship between the individual and society; (#3) Produce well-reasoned written or oral arguments using evidence to support conclusions; (#6) Examine how an individual's place in society affects experiences, values, or choices.

Homework #1 Instructions

Drawing on what we've learned from West & Zimmerman's articles "Doing Gender" regarding the omnirelevance of gender in society your homework is to "Do the opposite gender" of the gender you consider yourself to be for at least 20 minutes and write up a short description of your experience with this experiment. The paper should include the following information: 1. Explain/describe what you did and the reactions you got; 2. Explain why you chose to do what

you did; 3. Explain why you think you were or were not ‘successful’ with the assignment; 4. what this experiment/experience has taught you about gender and any connections you see with the reading and what we’ve learned so far about the role of gender in society.

Learning Outcomes: (#6) Examine how an individual's place in society affects experiences, values, or choices; (#2) Evaluate evidence and arguments critically or analytically; (#4) Identify and apply the fundamental concepts and methods of sociology exploring the relationship between the individual and society.

Homework #2 Instructions

Collect one magazine or newspaper advertisement that depicts people (or one person). The ad must be recent (within the last year). Your homework assignment is to describe and analyze the gender content of the ad you found. In particular, you should be answering the question “what messages about gender does this ad (pictures and text) send?” You must draw on course materials and concepts for your analysis. Your paper should be 1-2 pages double-spaced, and draw on at least two course sources.

Learning Outcomes: (#2) Evaluate evidence and arguments critically or analytically; (#3) Produce well-reasoned written or oral arguments using evidence to support conclusions.

Homework #3 Instructions

Drawing on the Highlight of Women’s Earnings for 2019 data that we worked together with on class in creating summary tables of the pay gap across various groups, answer the following questions and justify your responses from what you see in the tables: 1. What is the current gender wage gap as of 2019 (comparing all working age women and men)?; 2. If we examine race along with gender is there still a gender wage gap? Explain; 3. What’s the impact of education on the earnings of men and women? Do increases in education affect the gender pay gap?; 4. Would holding different jobs affect the gender pay gap? Explain; 5. Do any of these tables prove discrimination? Explain why or why not.

Learning Outcomes: (#2) Evaluate evidence and arguments critically or analytically; (#3) Produce well-reasoned written or oral arguments using evidence to support conclusions; (#8) Identify and engage with local, national, or global trends or ideologies, and analyze their impact on individual or collective decision-making.

Homework #4 Instructions

For this assignment you are to write a one to two paragraph (one page max.) single-spaced letter to a politician on any issue connected to topics we have covered in class (or create an online petition letter). Your letter/petition should start by stating what you are writing about. You should state what position you take. You need to provide explanations/data/facts for why the topic is important, and why the politician should adopt your position on it. You should do this by drawing on course materials and/or trustworthy material/statistics you can collect on the web.

Learning Outcomes: (#3) Produce well-reasoned written or oral arguments using evidence to support conclusions; (#2) Evaluate evidence and arguments critically or analytically; (#8) Identify and engage with local, national, or global trends or ideologies, and analyze their impact on individual or collective decision-making.

Guidelines on mental health issues related to student disclosures
Lehman College - CUNY
Academic Freedom Committee
[to be approved by Lehman Senate]

Particularly during crisis periods (such as the Covid-19 pandemic), Lehman College must maintain a strong mental health safety net. A part of this is educating students, faculty, staff, and families about the signs and symptoms of mental health issues and emotional problems and what actions might (or might not) be appropriate to take about them. Reaching out to a student of concern is an important element in creating a caring community, but well-intentioned informal counseling efforts may delay the student's receipt of needed professional services. Therefore, the college should not ask or encourage faculty, students, or other non-healthcare personnel to serve in the capacity of health/mental health professionals. In particular, the college should avoid asking untrained individuals to assume responsibility for a student who is experiencing a serious mental illness or poses a risk of suicide or violence. For example, it is neither legally advisable nor good practice to ask a student to "watch" another student who may be at risk. Similarly, faculty and staff should avoid taking on a professional role for which they are not trained. Non-mental health professionals need to understand the limits of what they can provide to students and focus on making appropriate referrals.

Below are some general guidelines, along with contact information for resources.

- The college should utilize means of addressing the safety of distressed, distressing, or suicidal students, using institutionalized processes around issues such as emergency contact notification and medical leave/re-entry, as well as notifying the counseling center or the campus public safety office, when appropriate.
- The college should encourage relationship-building among students as well as a sense of community on campus, which will help promote mental health and well-being.
- Professors serve the role of helping students to develop skills that may assist them as students face various challenges in school and in life. This may sometimes include skills in dealing with emotional and/or psychological issues, but the role of a professor is not that of a therapist.
- Professors and staff should encourage students to seek appropriate treatment for emotional issues, and reduce the stigma surrounding mental illness.
- If a student is having a relatively common or neutral problem, such as feeling overwhelmed with coursework, the student should talk with the appropriate professors and/or advisors about this problem right away.
- If a student is having a more serious emotional or psychological problem, the student should be encouraged to consider speaking to someone in the counseling center first, before talking about it with a professor or advisor.

- Whether teaching face-to-face or online, it is important that professors give students clear guidelines on how students need to give careful consideration before making personal disclosures. Student self-disclosures can be appropriate, and help reduce isolation and stigmatization, but students also need to reflect on maintaining appropriate boundaries with their professors and classmates.
- Some courses, such as those within the psychology or social work department, may have content that can become very personal. Personal experiences and opinions sometimes become part of the class discussion. Disclosing such information, where appropriate, can add to the course content, but any personal disclosures should be carefully considered before students decide to make them public, as the classroom is not a therapy session and cannot guarantee confidentiality.
- Students remain better focused on content when professors make it clear from the start that: (a) students are ultimately responsible for the personal information they choose to disclose; and (b) the role of a professor is not to attend to their students' emotional needs other than acknowledging them and referring students (when appropriate) to available resources or staff for support and counseling.
- Professors have duties, not only to their students and the administration, but also to the fields of knowledge that they represent. Where appropriate, professors may decide to be flexible with deadlines and accommodations during crisis periods (such as the Covid-19 pandemic). But at the same time, students must understand that compromising professional standards within a given field of knowledge is not acceptable, even during times of crisis.

List of resources and contact numbers:

- In any serious emergency or crisis situation, please call 911 immediately.
- In case of serious situations, crises, and emergencies that occur on campus, in addition to 911, please also consider calling the Campus Department of Public Safety at 718-960-7777.
- Campus Counseling Center
Old Gym Building, Room 114
Tel: 718-960-8761
E-mail: counseling.center@lehman.cuny.edu
- Student Health Center: 718-960-8900

More resources (hospitals and clinics)**In New York City:**

New York City Health and Hospitals Corporation (HHC), is a public benefit corporation whose mission is to provide comprehensive and high quality healthcare to all, regardless of their ability to pay, in an atmosphere of dignity and respect. Each HHC hospital and health center evaluates a patient's eligibility for public health insurance and assists patients in completing applications for public health insurance. Uninsured patients who do not qualify for coverage are assessed for financial assistance using an established sliding fee scale based on Federal Poverty Guidelines to ensure that access to care is not withheld based on the ability to pay. Fees are reduced to an affordable amount, based on family size and income, and are available without regard to immigration status. The following HHC hospitals and clinics are in the Bronx, except for Bellevue, the HHC flagship hospital.

NYC Health + Hospitals/Jacobi Hospital
1400 Pelham Parkway South
Bronx, New York 10461
718-918-5000

NYC Health + Hospitals/Gotham Health,
Gun Hill
1012 East Gun Hill Road
Bronx, NY 10469
844-NYC-4NYC

NYC Health + Hospitals/Lincoln Hospital
234 East 149th Street
Bronx, New York 10451
718-579-5000

NYC Health + Hospitals/Gotham Health,
East Tremont
1826 Arthur Avenue
Bronx, NY 10457
844-NYC-4NYC

NYC Health + Hospitals/North Central Bronx
Hospital
3424 Kossuth Avenue
Bronx, New York 10467
Appointments: 844-692-4692
718-918-5700

NYC Health + Hospitals/Gotham Health,
Tremont
1920 Webster Ave
Bronx, NY 10457
844-NYC-4NYC

NYC Health + Hospitals/Gotham Health,
Morrisania
1225 Gerard Avenue
Bronx, New York 10452
844-NYC-4NYC

NYC Health + Hospitals/Bellevue
Walk-In Psychiatric Clinic
462 First Avenue (between 27th and 28th Street)
Building C, 2nd Floor
New York, NY 10016
(212) 562-4141 (main number)
(212) 562-5710 (Walk-in clinic)
Hours: 8am-4pm, Monday through Friday

NYC Health + Hospitals/Gotham Health, Belvis
545 East 142nd Street
Bronx, New York 10454
844-NYC-4NYC

Other Bronx hospitals/clinics (fees vary):

BronxCare Hospital Center -
Grand Concourse Campus
1650 Grand Concourse, Bronx, NY 10457
Main number:
(718) 590-1800

Bronx-Lebanon Hospital Center
1276 Fulton Ave Bronx, NY 10456
Main number:
(718) 590-1800
Psychiatric Emergency:
(718) 901-8222

Bronx Psychiatric Center
1500 Waters Place
Bronx, NY 10461
Main number:
(718) 931-0600

Bronx Children's Psychiatric Center
1000 Waters Place
Bronx, NY 10461
Main number:
(718) 239-3708
Alternate number:
(718) 239-3600

Montefiore Medical Center
111 East 210th Street
Bronx, NY 10467
Main number:
(718) 920-4321
Psych Dept:
(718) 920-6215

Montefiore Wakefield Campus
600 East 233rd Street
Bronx, NY 10466
Main number:
(718) 920-9000

Montefiore Westchester Square Campus
2475 St Raymond Ave.
Bronx, NY 10461
Main number:
(718) 430-7300

In Westchester:

Northern Westchester Hospital-Northwell Health
400 East Main Street
Mount Kisco, New York 10549
Main number:
(914) 666-1200
Inpatient psychiatric services:
(914) 666-1590
Outpatient psychotherapy:
(877) 4-NWH-DOC

Phelps Hospital-Northwell Health
701 North Broadway
Sleepy Hollow NY 10591
Main number:
(914) 366-3000
Mental health:
(914) 355-3619

Northwell Health hospitals/clinics provide discounted services—based on financial need—to those who are uninsured, underinsured, ineligible for government programs or other third-party coverage, or otherwise unable to pay for emergency or other medically necessary care. For more information, call (800) 995-5727.



Library Technology and Telecommunications Committee Report

Library

- Library offers support to Lehman community in variety of areas and formats. Virtual Hours available 24/7 via Live Chat. Library faculty available for Zoom Consultation by Appointment. Phone and e-mail support also accessible. Details on Library website.
- Access available 24-7 to Library's online resources including eBooks and eJournals using your CUNYfirst Credentials
- Please avail yourself of Library's OneSearch to locate eBooks and eJournals
- Please search Library's extensive Research Guides for information on topics such as Finding Peer-Reviewed Articles and Database Searching Techniques
- Each Blackboard course features [remote resources guide](#) or specialized guide. Find under *Library Resources* in every Blackboard course.
- Library announces new video repository, AVON [Academic Video Online], under Library's A-Z Databases. Log in with your CUNYfirst Credentials.
- Library and Philosophy Department announce Reading and Discussion of Julie Maybee's *Making and Unmaking Disability*, Tuesday, April 10th, 1:00-2:00 PM

Information Technology

- IT is collaborating with Academic Affairs, Finance and Administration, and Enrollment Management in the area of classroom technology for the fall semester. Among the plans being discussed are upgrading classrooms with enhanced tools to support the HyFlex learning model. HyFlex refers to teaching and learning where students are both in-person in the classroom and remote on Zoom or Teams. Lehman will be providing professional development support for faculty on this mode and intends to hire students during the fall semester to provide classroom technical support to assist with the new technology. We expect to have 20 mobile carts and more than 20 fixed classrooms in place by the beginning of August and plan to use the Logitech "MEET-UP" web conferencing solutions for this purpose.
- We also hope to develop two model classrooms where faculty can come to test classroom technologies and provide feedback for the final design.
- IT is concerned about the increase in malicious "phishing" email directed to students, faculty, and staff. In late April, they plan to begin the roll-out of new technologies to reduce this for our student community. IT will propose a Tech Fee purchase to upgrade our email filter, which will be housed at Lehman. and provide more contemporary tools for blocking, reporting and remediating phishing attacks. In the meantime, please continue to be vigilant and do not reply to job offers or provide for personal, confidential information in response to unknown senders.

Blackboard

- Camtasia and Snagit are now available to faculty. These platforms will provide faculty to lecture directly to a powerpoint presentation while showing the instructor's image on screen. Camtasia is a screen recording platform. Snagit will provide instructors with the ability to capture images from the internet and insert them in their classes. Please feel free to e-mail me and I will provide the license key and download location.
- CUNY has procured Respondus Lockdown Browser. The tool is now LIVE for all Lehman Classes. Respondus Lockdown Browser is a tool that students download and prevents the students from visiting other websites during an assessment on Bb. The platform is available now.
- The Bronx Ed Tech Showcase is coming up on Friday, May 7th. The showcase is an ALL DAY virtual event. The showcase is a collaborative effort between the three Bronx CUNY Colleges. If you would be interesting in volunteering your time as a MODERATOR/Session Time-Keeper or Social Media Editor, please feel free to drop me an email. We would welcome your participation

Online Education

- The Preparation for Teaching Online Workshops will be starting up again on April 19th. Please mail: online.education@lehman.cuny.edu to register
- Enhancing Your (Online or Hybrid) Course through the Use of Open Educational Resources Workshop – June 14-25
- Professional Development Best Practices Workshops and Webinar Series April 29

Our Next Committee Meeting is: April 28th @ 11 AM via ZOOM

REPORT OF THE UNIVERSITY FACULTY SENATE

The 420th Plenary Session of The University Faculty Senate of The City University of New York was held on March 30th 2021.

Matthew Sappienza's Report

The present fiscal year is a rather unique year. The university did not bring a budget to the Board of Trustees last June as was the usual procedure because of uncertainties of the pandemic. There were uncertainties as to whether there would be cuts from the state; whether the state would withhold 20% of all appropriations not just to us, but withholding 20% of financial aid to all state agencies. As a result, the Board was not asked to adopt the budget but instead, to give the college's essentially monthly budgets to get by allowing them some authority to meet their monthly expenditure. That was done through January to get the colleges through the summer session, the fall semester, the winter session.

In his executive budget in January, the governor proposed a 5% cut for fiscal year 22. In that proposal, the governor also said that the 20% withholding would be rescinded and instead replace that with a 5% cut so that 5% cut represents \$38 million for CUNY and so it's 26 million for the senior colleges 12 million for the Community colleges and look.

For the remainder of the fiscal year the colleges were asked to put together a financial plan of how they're going to spend that money for the remainder of the year they were required to do so in consultation with elected students and faculty leaders.

FEDERAL STIMULUS

In March of 2020 when the pandemic first hit, the Cares Act and the Cures Act were passed which allocated \$118 million dollars for student emergency grants. Funds have all been fully dispersed. Over 160,000 students received grants. CUNY then received an additional \$180 million of institutional aid in addition to the \$118 million as well as an additional \$14 million because most CUNY colleges are designated as minority serving institutions. In total, we receive \$132 million in federal support. That entire \$136 million has been allocated to the colleges.

Of that \$132 million, \$41 million had been allocated earlier in the year for expenses that the colleges have incurred as part of the pandemic, to cover a) dorm and activity fee refunds; b) other tuition refunds by the colleges and c) for mental health services. Now that the remaining funds have been allocated, college students are being asked to make sure that they're using their money to cover any costs that they've already incurred to date which are eligible for cares reimbursement. The Federal government now allows money to be used to compensate for lost revenue due to enrollment losses. The definition of lost revenue is quite wide, so that lost revenue incurred by our colleges can be recovered.

There has been two subsequent stimulus funds that have been passed. On December 27 2020 the Corona Virus Response and Relief Supplemental Appropriations Act or CRISTA, was passed which allocated \$455 million to CUNY. The allocations went specifically to the Community campuses. No money went directly to CUNY they all go to the individual campuses. This came with similar requirements to spend at least the same amount of \$118 million on student emergency grants and at least 337 million for institutional needs. This allotment will be helpful

to those colleges that have revenue losses to get them through this fiscal year. For those expenses that won't be covered by CARES Act or CRISTA the plan is to allocate that as part of next year's budget.

Now the second waves that are coming in - this CRISTA and this new ARPA, under President Biden's stimulus plan, the city will be getting about \$6 billion and the state is getting about 12.5 billion in direct support. At present, we have a \$77 million dollar challenge on the stateside and bad news on the city side. CUNY is now working to develop a plan as to how and on what the colleges should spend those funds. One might expect to see some of the similar things that we had in the CARES package as well as some new things. Everything has to be done within the guidance of what the US Department of ED says are the allowable uses of these funds. CUNY continues to work through those matters.

The third stimulus package which was recently passed is the American Rescue Plan Act which we're calling ARPA. The amount of our allotment has not yet been disclosed by the Department of ED who administers the stimulus money for higher ED institutions. Nevertheless, based on what we received from CARES and CRISTA, the ARPA allotment is expected to be significantly more than what was received under CRISTA which is approximately \$55 million. Of that allotted \$55 million to CUNY, 37% of which is mandated for institutional needs. At least \$18 million of the total allotment of must be spent on student emergency grants which leaves \$37 million.

What is certain is that our federal allotment will provide the boost that we need to help us get our colleges through, not only the remainder of this fiscal year but next fiscal year as well. There would be some target investments and then there would be a discretionary amount each campus would get.

This stimulus money from the federal government is a cash allotment. Once it is spent, it is hoped that our colleges will not be in the situation where we're still not making the right long term fiscal decisions where we are still unable to balance our budget. CUNY colleges need to continue to be prudent, making good decisions and using the money in the most strategic and best way to support our students and our faculty and staff.

STATE BUDGET

April 1st was the date for the adoption of the NY state budget. The Senate added about \$250 million whereas the Assembly added a little over 200 million. One of the most encouraging things that they did was they took action to try to close the tap gap. Of note is the following few items.

- Both senate assembly included restorations that we needed for next year for ASAP and childcare centers.
- The Senate proposed 5 million for mental health amounting to an increase for mental health funding and for CUNY LEADS. This is a program for students with disabilities.

- \$16 million for its investments much of which went to buying you laptops, iPad and personal hotspots for the students
- \$20 million for tuition and fee reimbursements that again the students.

Chairman Martin Burke's Report

Budget: Resources will be directed to the colleges, with increasing enrollment and stable finances.

Reopening: The Chancellor has charged chief operating officer Hector Battista with coordinating the college reopening efforts with the senior administrators and making sure the reopening plans are updated, in light of both New York state and CDC guidelines. In tandem with reopening, the university launched an “**everyone, please get vaccinated campaign**” located on the university's main website.

Senior College Future Enrollment: Community colleges have experienced declining enrollment. Since they are the feeders for the senior colleges, we can therefore anticipate lower enrollments at the senior colleges.

Vaccines: Regarding the question of whether or not faculty and staff should be required to be vaccinated, CUNY administration has taken the position that right now the university does not see it has the authority to require anyone to take vaccines that are still at an experimental stage. If, however, the status of those vaccines moved from experimental to normal, whatever the university might decide to move a university's new policy of everyone should get vaccinated. There is a difference between everyone **should** get vaccinated and every one **must** get vaccinated.

Other news: Executive Vice Chancellor Jose Crews' last day on the job will be on May 30 and we can expect a permanent replacement to be named very soon. A new university Vice Chancellor is expected to be in place as early as January of next year. There will be two faculty members on that search committee.

There will also be a search for a new Vice Chancellor for Institutional Advancement.

Academic Assessment Committee Report

Lehman College, The City University of New York

Victor M. Brown, Ph.D., M.B.A., Associate Provost for Academic Programs and Educational Effectiveness

Highlights of March 2 Meeting:

Highlights:

- ✓ Discussed ongoing review of CUNY's PMP process
- ✓ Mentioned opening of MSCHE's Annual Institutional Update (AIU) portal scheduled for mid-April
- ✓ Discussed syllabi for Required Core General Education courses and need for relevant Pathways SLOs
- ✓ Continued discussion of multi-year assessment

Assessment Workshop:

- March 18th: Writing Student Learning Outcomes with Assessment Manager Donald Sutherland and Professor Devrim Yavuz
 - ✓ Recommendation from faculty attendee that the Educated-Empowered-Engaged framework and associated ILOs be posted on the Assessment Webpage
 - ✓ Consensus among attendees that the existing location is “difficult” to find.
- March 25th: Assessment Brown Bag Lunch with Associate Provost Victor Brown

Institutional Effectiveness at Lehman

- Redesign website
 - ✓ <http://www.lehman.cuny.edu/institutional-effectiveness-test/index.php>
- Program Review guidelines
- Assessment

Next Meeting

- April 6th at 2:00 pm
 - ✓ Zoom Information will be provided shortly