



*School Counseling Graduate Program
Department of School Psychology,
Counseling, & Leadership (SPCL)
School of Education*

2900 Bedford Ave. • 1107 James Hall
Brooklyn, NY 11210 • 718.951.5876

**2024-25 Annual School Counseling Program Report for the *Council for Accreditation of
Counseling & Related Educational Programs (CACREP)* towards accreditation of Brooklyn
College School Counseling MS.Ed. Program**

July 2025

Program Coordinator: Graciela Elizalde-Utnick, Ph.D., GUtnick@brooklyn.cuny.edu

CACREP liaison: Graciela Elizalde-Utnick, Ph.D., GUtnick@brooklyn.cuny.edu

Department Chair: Paul McCabe, Ph.D., PaulMC@brooklyn.cuny.edu

Dean: María R. Scharrón-del Río, Ph.D., MariaRS@brooklyn.cuny.edu

Table of Contents

Program Outcomes and Evaluation Results.....	3
Student statistics	3
Fall 2024 Entering Cohort	3
Current Student Body.....	3
Graduation Rates.....	4
Yearly Exit Survey	4
Practicum Individual/Triadic Supervision Survey.....	8
Key Performance Indicators.....	8
Program Improvement and Innovation.....	21
Other Program Updates	24

Program Outcomes and Evaluation Results

Student Statistics

Every year we analyze the demographic data of our applicants, admitted students, and enrolled students by gender and ethnicity. Our field tends to have an overrepresentation of women, and our program is no exception: Of the 35 new students enrolled at the beginning of Fall 2024, 71.4% identified as female, 25.7% as male, and 2.9% as nonbinary. In terms of ethnicity, our graduate program receives applications, accepts, and enrolls a very diverse student body, as evidenced by Table 1.

Fall 2024 Entering Cohort

Table 1. Analysis of Applicants, Admissions, & Enrollment by Ethnicity/Race for Fall 2024			
Ethnicity	Applied (n=64)	Accepted (n=50)	Enrolled (n=35)
American Indian/Alaska Native	0	0	0
Asian/Asian American	9 (14.1%)	6 (12.0%)	2 (5.7%)
Black/African-American	21 (32.8%)	15 (30.0%)	12 (34.3%)
Hispanic/Latinx	10 (15.6%)	8 (16.0%)	6 (17.1%)
Native Hawaiian/Pacific Islander	0	0	0
White	16 (25.0%)	16 (32.0%)	11 (31.4%)
Multiracial/Other	5 (7.8%)	4 (8.0%)	3 (8.6%)
Undisclosed	3 (4.7%)	1 (2.0%)	1 (2.9%)

Our Fall 2024 – Spring 2025 student body composition was as follows:

Table 2. Student Enrollment by Ethnicity/Race for Fall 2024-Spring 2025				
Ethnicity	Female	Male	Nonbinary	Total (n=81)
American Indian/Alaska Native	0	0	0	0 (0%)
Asian/Asian American	5	2	0	7 (8.6%)
Black/African-American	18	5	1	24 (29.6%)
Hispanic/Latinx	17	6	0	23 (28.4%)
Native Hawaiian/Pacific Islander	0	0	0	0

White	23	2	2	27(33.3%)
Multiracial/Other	0	0	0	0 (%)

In Spring 2025 we conducted our admissions process for Fall 2025:

Table 3. Analysis of Applicants, Admissions, and Enrollment by Ethnicity for Cohort Fall 2025			
Ethnicity	Applied (n=58)	Accepted (n=36)	Enrolled (n=20)
American Indian/Alaska Native	0	0	0
Asian/Asian American	7	5	5 (25%)
Black/African-American	15	8	6 (30%)
Hispanic/Latinx	9	7	4 (20%)
Native Hawaiian/Pacific Islander	0	0	0
White	27	16	5 (25%)
Multiracial/Other	1	0	0
Missing/Unknown	0	0	0

Our graduation rates have mostly remained consistent. Approximately two-thirds of our students graduate in three years as full-time students, with the rest being part-time students finishing in four years. The graduation rate of the 2022 cohort who graduated in May 2025 was 100%; these students who entered in 2022 were full-time students. The part-time students will graduate in May 2026. The graduation rate of the part-time 2021 cohort who graduated in May 2025 was 70%. One part-time student from the 2021 cohort is scheduled to graduate in May 2026; the other part-time students from the 2021 cohort graduated in May 2025.

We strive to support our students to finish on time, and we also support our students who need an adjusted schedule due to personal circumstances. Most of our students who do not finish on time have life circumstances (i.e., health, work changes) that interfere with following our regular full-time or part-time schedules. We also had a few students who, after beginning to take courses in our program, have realized that they did not want to continue pursuing a career in school counseling.

We surveyed our 2025 graduating class regarding job placement, and thirteen out of twenty responded thus far. Eight of the graduates who responded secured employment as school

counselors: six in elementary schools (one as a bilingual school counselor), one in a middle school, and one in a high school. The remaining five reported that they were in the process of seeking employment. The hiring process of school counselors for the NYC DOE is still under way, and we will update our numbers as our graduates obtain employment.

Yearly Exit Survey

As part of our yearly *Exit Survey*, our graduates provided answers to three open questions.

What are the strengths of the School Counseling program? What knowledge and skills you developed that will contribute to your professional life? What in particular you found useful and important for your personal and professional development? (We chose a representative sample of feedback)

Strengths:

- “The strengths the program has its formality of unity and being able to stick with the same professors and students throughout your time in the program. Which allows us to function as a whole and teach us how to network within a team. I found it very useful as all of my peers have become an asset to my development professionally.”
- “Honestly, my relationships with certain professors and peers have made a profound difference in both my personal and professional development. Being a part of CUNY reflects the diversity found in our public schools—the students in my cohort and the professors we've had represent a wide spectrum of backgrounds and perspectives. I've had the privilege of learning from their experiences, which has deeply enriched my own growth.”
- “The strengths of the school counseling program have been professors bringing the content to life by describing their experiences in their career fields. Mock counseling sessions were a strength as it helped us develop our counseling orientation. Assignments that allowed us think deeply about cultures outside from our own and different cultures surrounding our internship site communities were essential in our development of establishing empathy and cultural competence.”
- “The strength of the school counseling programs are the Passionate and Dedicated Faculty: Having a professor who is deeply invested in shaping future school counselors is a significant strength. Their passion likely created an engaging and inspiring learning environment. Exposure to Real-World Urban School Scenarios: This is a great strength. Hearing directly from school counselors working in urban settings provides invaluable insights into the realities and challenges of the profession.”
- “The strengths of the school counseling program include the organization, knowledgeable professors, and rigorous academic work.”
- “I learned that I am so much stronger than I believe, I've built more creativity to bring into the counseling world. I learned so much about different topics within the school systems. Self-care is very important. POSITIVITY IS KEY.”

- “The strengths of the school counseling program are the ability to self-reflect and build self-awareness, which allows us to handle our emotions more appropriately. Being non-judgmental and advocating for others and myself are knowledge and skills I developed that will contribute to my professional life. Self-reflection, such as journaling, is helpful in all aspects of my life.”
- “The strengths of this program were so many amazing professors who shared care and believe in us. Being able to trust in my professors and see that they cared about our growth and improvement made me eager and excited to attend class. I loved the supervision aspect of practicum and internship. I loved being in-person and not online and having face to face connections with my professors and peers. I do not believe I would have the same experience or knowledge if we were not in person, so I am thankful Brooklyn College is an in-person program. I am confident in my knowledge of theories, trauma, human development, assessment, etc.”
- “A strength of the School Counseling program is the CACREP accreditation. A skill that I developed is realizing and accepting my strengths and weaknesses. Growing up as an Asian, being Asian was never the exact definition of cool. However, through the counseling lens, being an Asian coming from a second-generation immigrant allows me to understand the difficulties and struggles that students go through. I find that mental health is not as progressive as I had expected and hoped for it to be. There are still aspects of the mental health profession that is not commonly recognized.”
- “The program excels in providing a comprehensive theoretical foundation while emphasizing practical application. The balance between evidence-based counseling theories and hands-on experience through practicum and internship placements has been invaluable for developing my counseling identity.”
- “The school counseling program has strengthened my ability to support students through a comprehensive, equity-focused approach. I’ve developed essential skills in individual and group counseling, crisis intervention, and collaboration with families and staff. Learning to apply the ASCA National Model and engage in reflective, culturally responsive practice has been especially valuable. At my internship site, I led a small group focused on self-esteem and emotional regulation for middle school students, which helped me apply counseling theories in real-time while building rapport and addressing students’ developmental needs. The hands-on experience and emphasis on advocacy have prepared me to be a confident, compassionate, and effective school counselor.”
- “One of the greatest strengths of the School Counseling program is its combination of practical, real-world application with a strong foundation in theory and ethics. The focus on culturally responsive counseling, trauma-informed care, and social-emotional learning has been instrumental in shaping my professional identity. I've developed essential skills in individual and group counseling, crisis response, and academic planning. Courses in counseling techniques, human development, and school systems, paired with internship experiences, gave me the tools to navigate real challenges with empathy and confidence.

Personally, the emphasis on self-awareness and reflection helped me grow in my ability to connect with others, manage stress, and stay grounded in my purpose as a counselor.”

What aspects of the program could be improved or enhanced? (We chose a representative sample of feedback)

- “Adding some summer courses to make the program two years instead of three.”
- “The aspects of the program could be improved with the amount of assignments within the internship class. I feel it is important to allot to be able to receive supervision from each student and sometimes presentations over take that.”
- “Since this is a program where we are not able to have a full-time job, the program should provide paid internships to help low-income students, or students who are entirely independent pay for their bills and help survive. Not every student has additional support and part of their reasoning to further their education is to make more money to take care of themselves and their family.”
- “I believe that there needs to be more self-care activities to better help us with the trauma and stress we care from the job. I also think that a class to teach us things such as programing and all the software we will need to be familiar with would be highly beneficial.”
- “While the academic and internship experiences were valuable, I believe the program could be improved with more targeted guidance around the job application and certification processes, particularly regarding DOE systems like the Open Market and nomination timelines. More structured support during the transition from intern to working professional such as resume workshops, mock interviews, or networking with current counselors would be extremely helpful. Additionally, integrating more specific training around working with students with IEPs, LGBTQ+ youth, and those navigating housing or immigration issues could add more depth to the program.”
- “Not making everyone take the bilingual class. And instead add play therapy courses.”
- “Some courses need to have more relevant assignments. Some assignments felt repetitive.”

What topics would you like to learn more about in the program? (We chose a representative sample of feedback)

- “Data driven portions and how it can be done in school effectively.”
- “I would have liked to learn more about grief counseling and going more into depth with what it entails and how to counsel students going through the grieving process. Also, learning more about developing referrals for students I feel like can be important. It can be an assignment that can be a part of one of the internship assignments.”
- “More preparation is needed to actually use it in the job and when applying. I would like to learn about the DOE programs, like STARS and ATS, in schools. I also would have appreciated more time to create a portfolio in class that we could take to job interviews.

One that highlights the work we have done in our internships opposed to the more academic portfolio we created for graduation.”

- “I do not think there are any additional topics I would like to know more about.”
- “I think it would be beneficial to dive into more situations that go on in schools, such as how to handle suicidal ideations, or when you encounter child abuse. This is something that should have a bigger focus on in internships I or II, rather than focusing mainly on recordings of sessions, because they take up so much time, and I do not think they are useful all the time, hearing them every semester.”
- “Play therapy and Art therapy”
- “I would like to learn more about how to create and sustain meaningful change within school systems particularly how to advocate for students in a way that addresses root causes rather than just symptoms. This includes learning how to engage in systemic change, collaborate with administration, and effectively use data to support initiatives that promote equity and wellness. I’m also interested in deepening my understanding of self-care not just as a concept, but as a daily, sustainable practice for school counselors. I’d love more concrete tools and strategies to avoid burnout while maintaining boundaries and emotional resilience in such a demanding and relational field.”

Practicum Individual/Triadic Supervision Survey

In Spring 2025, we continued surveying students about their triadic supervision experience. Most students had a very positive experience, as per the selected results below. There were several suggestions provided to improve the experience: 1) more smart goals for the practicum students; 2) longer supervision (more than an hour); 3) more prompted discussions to keep discussion topics more organized; 4) review key school counseling protocols with us, especially relevant to NYC practice. Below are the student ratings:

1. How would you describe your overall relationship with the Triadic Supervisor?
 - a. Excellent – 82.6%; Above Average – 8.7%; Average – 8.7%
2. Did you acquire new skills from your Triadic Supervisor?
 - a. Several skills – 78.3%; Some skills – 21.7%
3. What is your overall rating of the Triadic Supervisor’s leadership skills?
 - a. Highly effective – 87.0%; Good – 13.0%
4. What is your overall rating of your relationship with your Triadic group?
 - a. Highly effective – 87.0%; Good – 13.0%

Key Performance Indicators

As part of our alignment with 2024 CACREP Standards, our faculty chose the following curricular standards listed in Table 4 as the key performance objectives for our program. Graduating students demonstrate their having met curricular training standards using the Internship Portfolio. All the 2024-2025 interns met the standard and were eligible to graduate.

Table 4. Key Performance Indicators

Key Performance Indicator	Associated Foundational Curricular Area or Specialized Practice Area	Specific Measures Used to Assess KPI	When and Where Measurements Occur
3.A.4 <i>The role and process of the professional counselor advocating on behalf of and with individuals receiving counseling services to address systemic, institutional, architectural, attitudinal, disability, and social barriers that impede access, equity, and success.</i>	Professional Orientation and Ethical Practice	<ol style="list-style-type: none"> 1. Final course evaluation 2. Signature Assignment: Who are you as a School Counselor? 3. Signature Assignment: Ethnographic Report and Community Walk 4. Signature Assignment: Group Proposal 5. Signature assignment: Comprehensive School Counseling Model 6. Practicum & Internship (P&I) Evaluation 7. Portfolio 	<p>Measured in the following courses:</p> <ol style="list-style-type: none"> 1. Fall 1 7801X (Foundations of Professional School Counseling); 2. Spring 1 7812T (Working with Families in Schools) 3. Fall 2 7806T (Schools and Communities); 4. Fall 2 7800X (Leadership and Group Dynamics); 5. Spring 2 7820T (College Admission, Post-Secondary); 6. Spring 3 7813T (Counseling 7. Leadership in Urban Schools);

		8. Exit Survey 9. Alumnae Survey 10. Employer Survey	8. Spring 3 7815T (Internship II) as well as through their final portfolio evaluation, exit survey, and post-graduation via the alumnae survey and employer survey.
3.B.2 <i>The influence of heritage, cultural identities, attitudes, values, beliefs, understandings, within-group differences, and acculturative experiences on individuals' worldviews.</i>	Social and Cultural Diversity	1. Signature Assignment: What is your theoretical orientation? 2. Signature Assignment: Annotated Bibliography 3. Signature Assignment: Counselor Cultural Narrative 4. Signature Assignment: Advanced Counselor Cultural Narrative 5. Signature Assignment: What is your academic and career counseling	Measured in the following courses: 1. Fall 1 7803T (Individual Counseling Skills) 2. Fall 1 7801X (Foundations of Professional School Counseling); 3. Fall 1 7802T (Counseling Theories); 4. Spring 1 7804 (Human Development); 5. Spring 1 7922T (Multicultural Counseling and Consultation in Schools); 6. Spring 2 7823T (Psycholinguistics, Bilingualism, and Counseling);

		<p>theoretical orientation?</p> <p>6. Signature Assignment: Ethnographic Report and Community Walk</p> <p>7. Signature Assignment: Individual Case Presentation Report</p> <p>8. Signature Assignment: Comprehensive School Counseling Model</p> <p>9. Practicum & Internship (P&I) Evaluation</p> <p>10. Portfolio</p> <p>11. Alumnae Survey</p>	<p>7. Fall 2 7800X (Leadership and Group Dynamics);</p> <p>8. Fall 2 7806T (Schools and Communities);</p> <p>9. Fall 3 7811T (Internship I);</p> <p>10. Spring 3 7815T (Internship II).</p> <p>as well as through their final portfolio evaluation, post-graduation via the alumnae survey.</p>
3.C.4 theories of personality and psychological development	Human Growth and Development	<p>1. Final course evaluation</p> <p>2. Signature Assignment: What is your theoretical orientation?</p> <p>3. Signature Assignment:</p>	<p>Measured in the following courses:</p> <p>1. Fall 1 7802T (Counseling Theories);</p> <p>2. Spring 1 7804 (Human Development);</p>

		Annotated Bibliography 4. Practicum & Internship (P&I) Evaluation 5. Exit Survey 6. Alumnae Survey	3. Fall 2 7901X (Developmental Psychopathology). as well as: Practicum & Internship (P&I) Evaluation, through their final portfolio evaluation, and post-graduation via the alumnae survey.
3.C.11 systemic, cultural, and environmental factors that affect lifespan development, functioning, behavior, resilience, and overall wellness	Human Growth and Development	1. Final course evaluation 2. Signature Assignment: What is your theoretical orientation? 3. Signature Assignment: Annotated Bibliography 4. Signature Assignment: Individual Case Presentation Report 5. Signature Assignment: Comprehensive School Counseling Model 6. Practicum & Internship	Measured in the following courses: 1. Fall 1 7801X (Foundations of Professional School Counseling); 2. Fall 1 7802T (Counseling Theories); 3. Spring 1 7804 (Human Development); 4. Spring 1 7812T (Working with Families in Schools); 5. Fall 2 7901X (Developmental Psychopathology); 6. Spring 2 7814T (Tiered Systems of Support in Urban

		<p>(P&I) Evaluation</p> <ol style="list-style-type: none"> 7. Portfolio 8. Exit Survey 9. Alumnae Survey 10. Employer Survey 	<p>School Counseling);</p> <ol style="list-style-type: none"> 7. Spring 2 7823T (Psycholinguistics, Bilingualism, and Counseling in Schools); 8. Fall 3 7811T (Internship I); 9. Spring 3 7815T (Internship II). <p>as well as: Practicum & Internship (P&I) Evaluation, through their final portfolio evaluation, and post-graduation via the alumnae survey and employer survey.</p>
3.D.1 theories and models of career development, counseling, and decision-making	Career Development	<ol style="list-style-type: none"> 1. Final course evaluation 2. Signature Assignment: Annotated Bibliography 3. Portfolio 4. Exit Survey 5. Alumnae Survey 6. Employer Survey 	<p>Measured in the following courses:</p> <ol style="list-style-type: none"> 1. Spring 1 7804 (Human Development); 2. Fall 1 7809T Career and Educational Counseling. <p>as well as through their final portfolio evaluation, and post-graduation via</p>

			the alumnae survey and employer survey.
3.D.7 developmentally responsive strategies for empowering individuals to engage in culturally sustaining career and educational development and employment opportunities	Career Development	<ol style="list-style-type: none"> 1. Final course evaluation 2. Signature Assignment: What is your theoretical orientation? 3. Signature Assignment: Individual Case Presentation Report 4. Internship (P&I) Evaluation 5. Portfolio 6. Exit Survey 7. Alumnae Survey 8. Employer Survey 	<p>Measured in the following courses:</p> <ol style="list-style-type: none"> 1. Fall 1 7809T (Career and Educational Counseling); 2. Fall 1 7802T (Counseling Theories); 3. Fall 3 7811T (Internship I) <p>as well as: Practicum & Internship (P&I) Evaluation, through their final portfolio evaluation, and post-graduation via the alumnae survey and employer survey.</p>
3.E.1 theories and models of counseling, including relevance to clients from diverse cultural backgrounds	Counseling and Helping Relationships	<ol style="list-style-type: none"> 1. Final course evaluation 2. Signature Assignment: What is your theoretical orientation? 3. Signature Assignment: 	<p>Measured in the following courses:</p> <ol style="list-style-type: none"> 1. Fall 1 7801X (Foundations of Professional School Counseling); 2. Fall 1 7802T (Counseling Theories); Fall 1

		<p>Group Proposal</p> <p>4. Internship (P&I) Evaluation</p> <p>5. Portfolio</p> <p>6. Exit Survey</p> <p>7. Alumnae Survey</p> <p>8. Employer Survey</p>	<p>7803T (Individual Counseling Skills);</p> <p>3. Fall 2 7800X (Leadership and Group Dynamics);</p> <p>4. Spring 2 7823T (Psycholinguistics, Bilingualism, and Counseling in Schools).</p> <p>as well as: Practicum & Internship (P&I) Evaluation, through their final portfolio evaluation, and post-graduation via the alumnae and employer survey.</p>
3.E.9 interviewing, attending, and listening skills in the counseling process	Counseling and Helping Relationships	<p>1. Final course evaluation</p> <p>2. Signature Assignment: What is your theoretical orientation?</p> <p>3. Signature Assignment: Audio/Video Transcriptions</p> <p>4. Signature Assignment: Individual Case Presentation Report</p>	<p>Measured in the following courses:</p> <p>1. Fall 1 7801X (Foundations of Professional School Counseling);</p> <p>2. Fall 1 7803T (Individual Counseling Skills);</p> <p>3. Fall 1 7802T (Counseling Theories);</p> <p>4. Fall 2 7800X (Leadership and Group Dynamics);</p>

		<ol style="list-style-type: none"> 5. Signature Assignment: Comprehensive School Counseling Model 6. Internship (P&I) Evaluation 7. Portfolio 8. Exit Survey 9. Alumnae Survey 10. Employer Survey 	<ol style="list-style-type: none"> 5. Spring 2 7823T (Psycholinguistics, Bilingualism, and Counseling); 6. Spring 2 7807T (Practicum); 7. Fall 3 7811T (Internship I); 8. Spring 3 7815T (Internship II). <p>as well as: Practicum & Internship (P&I) Evaluation, through their final portfolio evaluation, and post-graduation via the alumnae and employer survey.</p>
3.F.1 theoretical foundations of group counseling and group work	Group Counseling and Group Work	<ol style="list-style-type: none"> 1. Final course evaluation 2. Signature Assignment: Group Proposal 3. Internship (P&I) Evaluation 4. Portfolio 5. Exit Survey 6. Alumnae Survey 7. Employer Survey 	<p>Measured in the following courses:</p> <ol style="list-style-type: none"> 1. Fall 1 7801X Foundations of Professional School Counseling); 2. Fall 2 7800X (Leadership and Group Dynamics). <p>as well as: Practicum & Internship (P&I) Evaluation, through their final portfolio evaluation, and post-graduation via the alumnae and employer survey.</p>

3.F.4 characteristics and functions of effective group leaders	Group Counseling and Group Work	<ol style="list-style-type: none"> 1. Final course evaluation 2. Signature Assignment: Group Proposal 3. Individual Case Presentation Report 4. Internship (P&I) Evaluation 5. Portfolio 6. Exit Survey 7. Alumnae Survey 8. Employer Survey 	<p>Measured in the following courses:</p> <ol style="list-style-type: none"> 1. Fall 1 7801X Foundations of Professional School Counseling); 2. Fall 2 7800X (Leadership and Group Dynamics); 3. Fall 3 7811T (Internship I). <p>as well as: Practicum & Internship (P&I) Evaluation, through their final portfolio evaluation, and post-graduation via the alumnae and employer survey.</p>
3.G.13 procedures for assessing and responding to risk of aggression or danger to others, self-inflicted harm, and suicide	Assessment and Testing	<ol style="list-style-type: none"> 1. Final course evaluation 2. Signature Assignment: Individual Case Presentation Report 3. Internship (P&I) Evaluation 4. Portfolio 5. Exit Survey 6. Alumnae Survey 	<p>Measured in the following courses:</p> <ol style="list-style-type: none"> 1. Fall 2 7818T (Urban Trauma: Counseling Issues and Strategies); 2. Fall 3 7811T (Internship I). <p>as well as: Practicum & Internship (P&I) Evaluation, through their final portfolio evaluation, and post-graduation via the alumnae and employer survey.</p>

		7. Employer Survey	
3.G.8 use of assessments in academic/educational, career, personal, and social development	Assessment and Testing	<ol style="list-style-type: none"> 1. Final course evaluation 2. Signature Assignment: What is your theoretical orientation? 3. Internship (P&I) Evaluation 4. Portfolio 5. Exit Survey 6. Alumnae Survey 7. Employer Survey 	<p>Measured in the following courses:</p> <ol style="list-style-type: none"> 1. Fall 1 7809T (Career and Educational Counseling); 2. Fall 1 7802T (Counseling Theories); 3. Spring 1 7810T (Educational and Psychological Assessment); 4. Spring 2 7823T (Psycholinguistics, Bilingualism, and Counseling). <p>as well as: Practicum & Internship (P&I) Evaluation, through their final portfolio evaluation, and post-graduation via the alumnae and employer survey.</p>
3.H.3 qualitative, quantitative, and mixed methods research designs	Research and Program Evaluation	<ol style="list-style-type: none"> 1. Final course evaluation 2. Signature Assignment: Independent Action Research Project 	<p>Measured in the following courses:</p> <ol style="list-style-type: none"> 1. Fall 3 7811T (Internship I); 2. Fall 3 7808T (Fundamentals of Qualitative and

		3. Signature Assignment: Individual Case Presentation Report 4. Signature Assignment: Comprehensive School Counseling Model 5. Portfolio 6. Exit Survey 7. Alumnae Survey 8. Employer Survey	Quantitative Research); 3. Spring 3 7815T (Internship II). as well as: Practicum & Internship (P&I) Evaluation, through their final portfolio evaluation, and post-graduation via the alumnae and employer survey.
3.H.10 ethical and legal considerations relevant to conducting, interpreting, and reporting the results of research and program evaluation	Research and Program Evaluation	1. Final course evaluation 2. Signature Assignment: Independent Action Research Project 3. Portfolio 4. Exit Survey 5. Alumnae Survey 6. Employer Survey	Measured in the following courses: 1. Fall 1 7801X (Foundations of Professional School Counseling); 2. Fall 3 7808T (Fundamentals of Qualitative and Quantitative Research). as well as: Practicum & Internship (P&I) Evaluation, through their final portfolio evaluation, and post-graduation via

			the alumnae and employer survey.
5.G.2.a school counselor roles as leaders, advocates, and systems change agents in PK-12 schools	School Counseling - Contextual Dimensions	<ol style="list-style-type: none"> 1. Final course evaluation 2. Signature Assignment: Group Proposal 3. Signature Assignment: Audio/Video Transcriptions 4. Internship (P&I) Evaluation 5. Portfolio 6. Exit Survey 7. Alumnae Survey 8. Employer Survey 	<p>Measured in the following courses:</p> <ol style="list-style-type: none"> 1. Fall 1 7801X (Foundations of Professional School Counseling); 2. Spring 1 7810T (Educational and Psychological Assessment); 3. Spring 1 7812T (Working with Families in Schools); 4. Fall 2 7800X (Leadership and Group Dynamics); 5. Fall 2 7806T (Schools and Communities); 6. Spring 2 7807T (Practicum); 7. Spring 2 7814T (Tiered Systems of Support in Urban School Counseling); 8. Spring 2 (Counseling Leadership in Urban Schools);

			<p>9. Fall 3 7811T (Internship I);</p> <p>10. Spring 3 7815T (Internship II).</p> <p>as well as: Practicum & Internship (P&I) Evaluation, through their final portfolio evaluation, and post-graduation via the alumnae and employer survey.</p>
--	--	--	--

Program improvement and Innovation

1. In Fall 2024 we conducted a full-time faculty search. We are delighted to report that we are welcoming Dr. Sailee Karkhanis to our team of core faculty. Dr. Karkhanis is a Licensed Professional School Counselor and joining us as an Assistant Professor in the School Counseling program. As a dedicated counselor educator, Dr. Karkhanis prepares future school counselors by fostering a strong foundation in practice-based research, school counselor development, and school-based mental health support. Her teaching approach emphasizes experiential learning, integrated clinical training, and curriculum innovation, ensuring that school counselors-in-training are equipped to address contemporary issues in K–12 education, including cyberbullying and digital wellness. Dr. Karkhanis’s research focuses on the intersections of technology and school counseling, with particular emphasis on cyberbullying prevention, school counselor training, and student safety in digital environments. She employs both qualitative and quantitative research methodologies to investigate how school counselors can effectively respond to emerging challenges in today’s rapidly evolving digital landscape.
2. This fulltime line that we added to our core faculty team was essential to meeting CACREP Standard S (from the 2016 Standards; it is Standard U in the 2024 Standards), whereby at least 51 percent of the total number of credits taught each academic year are taught by the core faculty. As a result of our hiring Dr. Karkhanis, in Spring 2025 CACREP awarded us with continued accreditation through 2027. This year we have also been engaging in a CACREP self-study for the next accreditation cycle. We are submitting our CACREP self-study report by September 30, 2025, and expect to have a site visit with the CACREP site visit review team in Spring 2026.

3. We revised our admissions procedure to make it more efficient. Our applicants are receiving their acceptances faster. Our program orientation for new students took place on May 6, 2025.
4. The core faculty met monthly with the adjunct faculty during the Fall and Spring semesters to discuss topics such as: 1) the program's counselor educator teaching framework; 2) faculty development teaching and learning topics such as developing effective rubrics, strategies for increasing student engagement, and incorporating small group pedagogical strategies that foster active learning and team-building skills; 3) CACREP and ASCA standards and credentialing requirements (e.g., School Counseling credentialing exam); and 4) student dispositions. We also updated our School Counseling Program Handbook to include the 2024 CACREP standards. The core faculty, in conjunction with the affiliate (adjunct) faculty, developed several new program policies and procedures related to attendance, the use of technology in the classroom, and professional dispositions evaluation.
5. The core faculty reviewed all the syllabi prior to the start of each semester to confirm that 2024 Standards continue to be covered as per our curriculum map and that the key portfolio assignments are in the corresponding courses.
6. We continue to have conversations with our Asian/Asian American students about how to reach out and recruit students from this group to become school counselors.
7. *Exit Survey*: Feedback from open questions will be addressed:
 - a. *Adding summer courses to shorten the number of years for program completion*: The core faculty are discussing this as a potential change to the program.
 - b. *The number of assignments in internship*: Internship is a culminating experience whereby interns apply the foundational and practical skills they acquired in the program. CACREP standards also require that these skills be assessed throughout training, but also as part of final assessment of academic quality indicators at the end of training. This will be discussed with internship instructors to maximize supervision time during class time, although during internship the interns receive site-based supervision.
 - c. *Paid internships*: The Magner Center provides stipends for students in unpaid field placements. Unfortunately, in New York and the surrounding metro area, there aren't any paid internships for school counseling students. What makes this even more burdensome is that New York State Education Department requires interns to be in two different sites (a high school and either an elementary or middle school). The faculty have discussed and pursued grant opportunities to

support interns but such opportunities were cut recently by the federal government.

- d. *More self-care activities.* This point will be communicated to all faculty and advisors. We will also discuss this at our monthly faculty meetings.
- e. *Students with IEPs/LGBTQ+ Youth.* This point will be communicated to all faculty, particularly to instructors in Human Development, Multicultural Counseling, Educational and Psychological Assessment, and fieldwork courses. Core faculty will also discuss working on curriculum changes to place more emphasis on these topics. We will also discuss this at our monthly faculty meetings.
- f. *Not making everyone take the bilingual class:* There are 400+ languages represented in the NYC public schools. Bilingual school counselors are not the only ones interacting with bilingual students. SPCL 7823 Psycholinguistics, Bilingualism, and Counseling in Schools is a course that is part of the bilingual specialization, which since 2021, everyone in the program takes. This is the same with SPCL 7922, Multicultural Counseling and Consultation. Both courses are part of the bilingual specialization and the decision to have all students take both courses grew organically over time with students noting that all of the students in the program should take these courses. In New York City all school counselors work with very diverse students, including those who are linguistically diverse. SPCL 7823 is an advanced multicultural counseling course where all students (bilingual and monolingual) learn strategies for working with bilingual and emergent bilingual students. This will be discussed with the instructor who teaches this course.
- g. *Play Therapy and Art Therapy Courses:* We have an Advanced Certificate Program in Play Therapy which is open to all the school counseling and school psychology students. This point will be discussed with the faculty to place more emphasis on play therapy across the curriculum.
- h. *Decrease repetitive content and add more practical content:* While some level of repetition enhances learning, the core faculty will review the syllabi for repetition across the curriculum and speak to the adjunct faculty about adding more practical, school-based content in the form of case analysis and small- and large group discussion.
- i. *Data driven portions:* This point will be communicated to all faculty and discussed at our monthly faculty meetings.
- j. *Grief counseling, suicidal ideation, child abuse:* This point will be communicated to all faculty and discussed at our monthly faculty meetings.
- k. *NYCDOE Programs and Documentation:* This point will be communicated to all faculty and discussed at our monthly faculty meetings.

1. *Creating meaningful, systemic change:* This point will be communicated to all faculty, and particularly those who teach the field-based courses and counseling leadership course, and this will be discussed at our monthly faculty meetings.
8. *Practicum Individual/Triadic Supervision Survey:* Feedback was already addressed or will be addressed as follows:
 - a. *The length of supervision time, wishing it be longer:* This is something that is dictated by CACREP standards. This will be discussed with the individual/triadic supervisors regarding how to provide additional support beyond the weekly 60-minute supervision slot.
 - b. *Require more SMART goals, incorporate role-playing real-life scenarios and more prompted discussions, and review NYCDOE procedures and documentation requirements:* This will be discussed with the individual/triadic supervisors.

Other Program Updates

We are exploring how we can improve how we collect field placement data (e.g., logging hours; submitting evaluation forms) data on student dispositions so that it is easier to aggregate). The School of Education (SOE; our SPCL department is part of the SOE) is exploring various potential online platforms that can be used in all the SOE programs to collect field-based data, and for our program, collect data needed for both graduation and accreditation purposes, as well as the student portfolio assignments.