



# **School Counseling Program Handbook**

M.S. in Education: School Counseling

**Brooklyn College, City University of New York**

**Department of School Psychology, Counseling, and Leadership**

**School Counseling Graduate Program**

**1107 James Hall**

**2900 Bedford Avenue**

**Brooklyn, New York, 11210**

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# CONTENTS

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<b>Program Faculty and Staff</b> .....	5
<b>Mission Statement</b> .....	6
Social Justice .....	6
Mindfulness.....	6
The Conceptual Framework of the Brooklyn College School of Education .....	6
Goals of the Graduate Program in School Counseling.....	7
Objectives of the Graduate Program in School Counseling.....	7
CACREP Standards Addressed by Courses .....	8
<b>Program Structure</b> .....	24
Cohort Study.....	24
Matriculation Requirements.....	25
Course Work.....	25
Capstone Project .....	25
<b>Bilingual Certification in School Counseling</b> .....	27
Bilingual Extension Requirements.....	27
<b>Program Statement of Expectations for Students</b> .....	27
Grades and GPA.....	28
Orientation/Advisement .....	28
Program Communication .....	29
<b>What to Expect When You're in Graduate School</b> .....	29
Undergraduate v. Graduate .....	29
Financial Planning.....	30
CUNY Counseling Assistantship Program.....	30
Time Management.....	30
Avoid Stress and Burnout.....	31

**Policy for Student Retention, Remediation, and Dismissal**..... 31

    Academic Probation and Dismissal..... 31

    Professional Dispositions Evaluation..... 32

    Clinical or Field Experiences: ..... 32

**Fieldwork**..... 34

    Magner Center Stipend..... 35

**Professional Organizations**..... 35

    Professional Development..... 35

        Conferences..... 36

        Graduate School Counseling Association..... 36

        Supporting Equity and Transformation ..... 36

**Certification Requirements** ..... 36

    Certification Workshops..... 37

    Fingerprinting..... 37

    New York State TEACH account ..... 38

    recommendations for Employment..... 38

**Technology**..... 38

    CUNY First ..... 38

    Google Groups..... 39

        Google Group Participation-Netiquette..... 39

    Google Drive ..... 39

    Email Addresses..... 39

    BC WebCentral Portal..... 40

    Blackboard ..... 40

**Brooklyn College Campus Services**..... 40

    Identification Cards ..... 40

Health Programs and Immunization Requirements Office .....	40
Parking at Brooklyn College.....	41
Security Escort Services.....	41
Textbooks .....	41
Public Computer Access.....	41
BC Navigator App .....	42
Health Clinic.....	42
Personal Counseling.....	42
Fitness Center .....	42
Magner Center for Career Development.....	42
<b>Appendices</b> .....	<b>43</b>
Typical Program for Degree: Full-time (Three Years- 60 credits).....	44
Typical Program for Degree and Certificate: Part-time (Four years- 60 credits).....	45
Typical Program for Degree: Full-time w/ Bilingual Extension (Three years- 66 credits)	46
Typical Program for Degree and Certificate: Part-time (Four years- 60 credits).....	47

## PROGRAM FULLTIME FACULTY AND STAFF

**Graciela Elizalde-Utnick, Ph.D.** - Assistant Professor, [gutnick@brooklyn.cuny.edu](mailto:gutnick@brooklyn.cuny.edu)

Dr. Elizalde-Utnick is Coordinator of the School Counseling Program, as well as Coordinator of the Bilingual Specialization in School Counseling and School Psychology. Her expertise is in culturally and linguistically diverse preschoolers with special needs and their families. She also has expertise working with emergent bilingual, immigrant students and their families, conducting bilingual counseling and assessment, and working with students with selective mutism. In the classroom, Dr. Elizalde-Utnick utilizes emersion experiences and team-based learning (TBL) methodology along with open educational resources (OER) to promote active learning, multicultural competence and cultural humility development, advocacy, and anti-bias, culturally responsive, evidence-based practices. Dr. Elizalde-Utnick's appointment is half-time with School Counseling and half-time with School Psychology.

**Sarah Baquet, Ph.D.** - Assistant Professor, [sarah.baquet@brooklyn.cuny.edu](mailto:sarah.baquet@brooklyn.cuny.edu)

Dr. Baquet, NCC, LPC, MHC is a Counselor Educator predominantly utilizing critical and transformational learning approaches to mentor counselors-in-training to affirm clients of all intersections; enhance multicultural competence through emersion experiences and innovative pedagogical practices, and provide clinical supervision for novice counselors. Her scholarly work highlights methods of advocacy, activism, and culturally responsive counseling practices to better support historically marginalized and oppressed communities. Dr. Baquet identifies as a Latinx woman dedicated to using her narratives as a form of countering oppression within academia. Dr. Baquet's appointment is full-time in School Counseling.

**Abdelaziz Elmadani, Ph.D.** - Assistant Professor, [Abdelaziz.Elmadani@brooklyn.cuny.edu](mailto:Abdelaziz.Elmadani@brooklyn.cuny.edu)

Dr. Elmadani is a Certified Professional School Counselor and eligible for Clinical Mental Health Counselor Licensure. Dr. Elmadani's teaching philosophy is based on experiential and active learning, considering how constructivism impacts the learning process. As a constructivist instructor, Dr. Elmadani integrates all aspects of working with students to facilitate knowledge creation. The interactions motivate students to be involved and seek to construct and create knowledge. Dr. Elmadani considers safety, relationships, respect, engagement, application, experience, and personalization in his classroom environment. Dr. Elmadani uses a multicultural and social justice advocacy approach to help students achieve their pedagogical goals and develop leadership, multicultural competency, and advocacy. He helps students understand and develop knowledge about multicultural competency and social justice's role in counseling. He encourages his students to present at conferences, conduct research, and create programs and projects that support their understanding of multicultural and social justice advocacy. As a qualitative and quantitative researcher, Dr. Elmadani's research interests include multicultural and social justice advocacy. Dr. Elmadani's appointment is full-time in School Counseling.

**Gerald Corbin, Ph.D.** - Assistant Professor, [Gerald.Corbin@brooklyn.cuny.edu](mailto:Gerald.Corbin@brooklyn.cuny.edu)

Dr. Corbin, Ph.D., MA, PPSC has been in the higher education and education fields for over a decade working in various positions including college counselor, school counselor, program advisor, and counselor educator. He has worked with pre-k students, elementary, middle school, high school, and college students. His counselor identity is rooted in school counseling though he has taught in clinical counseling programs. Dr. Corbin's most recent study examined the perceptions of middle school counselors regarding the support they receive to serve LGBTQ students. In the classroom, Dr. Corbin utilizes an andragogy approach and uses his career experiences in his teaching. He hopes to foster a learning community in the classroom where graduate students can learn from each other and take risks in their school counseling training. His focus on school counselor training includes multicultural consciousness as well as producing ethical and effective school counselors. Dr. Corbin's appointment is full-time in School Counseling.

### Program Office Personnel

**Jennifer Millan, M.S.Ed.**  
[JMillan@brooklyn.cuny.edu](mailto:JMillan@brooklyn.cuny.edu)  
Higher Education Officer  
Clinical Coordinator for  
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**Kayana Bryan**  
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CUNY Office Assistant

## MISSION STATEMENT

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The Brooklyn College School Counseling Program prepares school counselors to advocate for a high-quality education for all students in schools in this city and beyond, and to nurture the holistic development of every student- his or her academic competence, and emotional, social, and spiritual well-being. Our program enables counselors to accomplish these aims within complex educational bureaucracies by developing their capacities for critical self-reflection, collaborative leadership, empathy, and imagination. In our classrooms, at field sites in urban schools, and in communities, we strive to model an approach to learning that is democratic and experiential. In preparing our students for their role in creating humane and just environments, we foster sensitivity to diversity, and the courage and skills to challenge harmful biases and stereotypes, while promoting greater understanding and respect. Our graduates are equipped to encourage and guide children and youth in their aspirations, and to collaborate with their families and with other educators to prepare them well for postsecondary education, meaningful life work and citizenship.

The School Counseling Program also supports implementation of the standards of the Education Trust's Transforming School Counseling Initiative ([www.edtrust.org](http://www.edtrust.org)) and the curriculum standards of the Council on Accreditation of Counseling and Related Educational Programs, CACREP ([www.counseling.org/cacrep](http://www.counseling.org/cacrep)).

## SOCIAL JUSTICE

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Social justice can be defined as the creation of a society or institution that focuses on the principles of human equality and solidarity and recognizes the rights and dignity of every person<sup>1</sup>. Our program believes in this practice whole-heartedly and we encourage our students to examine their own experiences, biases, and privileges with regards to age, ability, ethnicity, gender/gender expression, language, national origin, race, religion, social class, and sexual orientation. Through your coursework, group work, readings, and assignments you will reflect on these issues, individually and collectively.

## MINDFULNESS

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As counselor educators we want to model the way we would like counselors to be in the schools. We think education should be a positive, nourishing, growth-enhancing, experience for all. Mindfulness—witnessing with compassion one's thoughts, feelings, sensations, and behavior in a particular way, moment to moment, is an essential component of the program. Mindfulness is vital to understanding yourself and the role you play in your own life, and it also allows you to consider the perspective of others. It is an important skill in becoming a multiculturally competent counselor.

## THE CONCEPTUAL FRAMEWORK OF THE BROOKLYN COLLEGE SCHOOL OF EDUCATION

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Our Brooklyn College's School of Education (SOE) believes in the importance of forming our educators, counselors, and psychologists within a conceptual framework that highlights the following four concepts:

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<sup>1</sup> Education and Social Justice By J. Zajda, S. Majhanovich, V. Rust, 2006

- Developing collaborative learning communities
- Fostering critical self-reflection and reflective practice
- Educating for social justice
- Addressing issues of race, ethnicity, class, cultural and linguistic diversity, religion, sexuality and special needs.

The complete conceptual framework is available on line at

<http://www.brooklyn.cuny.edu/web/academics/schools/education/about/framework.php>.

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### GOALS OF THE GRADUATE PROGRAM IN SCHOOL COUNSELING

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- To prepare practitioners who work in various settings in diverse and complex environments
- To prepare practitioners who are self-aware and sensitive to and respectful of all others in their work environments and communities
- To prepare practitioners who are multiculturally aware and competent
- To prepare practitioners who have developed a knowledge base and skills in the delivery of individual and group counseling
- To prepare practitioners who are able to assume leadership roles within the counseling profession, the work environment, and their communities
- To prepare practitioners who serve as advocates for their profession and their clients

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### OBJECTIVES OF THE GRADUATE PROGRAM IN SCHOOL COUNSELING

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Upon completion of the program, students will be able to:

1. Apply the knowledge base of counseling and evidence-based practices to develop helping relationships with students and families, and implement, and evaluate comprehensive developmental school counseling programs with diverse counseling populations.
2. Assume the roles and functions of the professional school counselor as described by the Council for Accreditation of Counseling and Related Programs (CACREP), the American School Counseling Association (ASCA), National Standards, and ASCA National Model.
3. Apply and adapt theories of counseling, human development, educational and psychological assessment, leadership, family counseling and group dynamics into effective evidence-based interventions and practices for diverse individuals, groups, and families.
4. Develop empowering relationships between families/communities and educators that contribute to the academic, social, and emotional development of students.

5. Apply educational planning, career development and decision theory, and knowledge of sources of career information to student development and aspirations.
6. Use formal and informal evidence-based, culturally competent assessment procedures to identify student and school community needs, focus interventions, and assess counseling intervention and programmatic outcomes and effectiveness.
7. Demonstrate ethical behavior based on the ethical standards for ACA and ASCA, and understand the legal issues relevant to school counseling.
8. Exhibit the professional leadership and social advocacy skills necessary to serve as an effective change agent, and advance the cause of disenfranchised, marginalized, and/or underrepresented groups, parents, and students.
9. Foster self-reflective capacities in oneself and others that facilitate personal, emotional, social, spiritual, and multicultural competencies development and that allow one to consider the meaningfulness of education as a life-long evolutionary process.

## COUNCIL FOR ACCREDITATION OF COUNSELING AND RELATED EDUCATIONAL PROGRAMS ([CACREP](#)) 2016 STANDARDS ADDRESSED BY COURSES

The courses in which each of the standards are covered are listed below the standard:

### **2.F.1. PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE**

*a. history and philosophy of the counseling profession and its specialty areas*

SPCL 7801X Foundations of Professional School Counseling

SPCL 7806T Schools and Communities

*b. the multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and interorganizational collaboration and consultation*

SPCL 7800X Leadership and Group Dynamics: Theory and Practice

SPCL 7801X Foundations of Professional School Counseling

SPCL 7802T Counseling Theories

SPCL 7806T Schools and Communities

SPCL 7812T Working with Families in Schools

SPCL 7813T Counseling Leadership in Urban Schools

SPCL 7811T Internship I

*c. counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams*

SPCL 7801X Foundations of Professional School Counseling

SPCL 7802T Counseling Theories



SPCL 7806T Schools and Communities  
SPCL 7807T Practicum  
SPCL 7812T Working with Families in Schools  
SPCL 7813T Counseling Leadership in Urban Schools  
SPCL 7811T Internship I  
SPCL 7815T Internship II

*d. the role and process of the professional counselor advocating on behalf of the profession*

SPCL 7801X Foundations of Professional School Counseling  
SPCL 7812T Working with Families in Schools  
SPCL 7813T Counseling Leadership in Urban Schools

*e. advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients*

SPCL 7800X Leadership and Group Dynamics: Theory and Practice  
SPCL 7801X Foundations of Professional School Counseling  
SPCL 7806T Schools and Communities  
SPCL 7810T Educational and Psychological Assessment  
SPCL 7812T Working with Families in Schools  
SPCL 7813T Counseling Leadership in Urban Schools  
SPCL 7815T Internship II  
SPCL 7820T College Admissions & Post-Secondary Counseling

*f. professional counseling organizations, including membership benefits, activities, services to members, and current issues*

SPCL 7801X Foundations of Professional School Counseling

*g. professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues*

SPCL 7801X Foundations of Professional School Counseling

*h. current labor market information relevant to opportunities for practice within the counseling profession*

SPCL 7801X Foundations of Professional School Counseling  
SPCL 7820T College Admissions & Post-Secondary Counseling

*i. ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling*

SPCL 7801X Foundations of Professional School Counseling  
SPCL 7802T Counseling Theories  
SPCL 7803T Individual Counseling Skills  
SPCL 7810T Educational and Psychological Assessment  
SPCL 7808T Fundamentals of Qualitative and Quantitative Research  
SPCL 7811T Internship I  
SPCL 7820T College Admissions & Post-Secondary Counseling

*j. technology's impact on the counseling profession*

SPCL 7801X Foundations of Professional School Counseling

*k. strategies for personal and professional self-evaluation and implications for practice*

SPCL 7800X Leadership and Group Dynamics: Theory and Practice

SPCL 7801X Foundations of Professional School Counseling  
SPCL 7802T Counseling Theories  
SPCL 7803T Individual Counseling Skills  
SPCL 7804X Human Development  
SPCL 7812T Working with Families in Schools  
SPCL 7811T Internship I  
SPCL 7814T Contemplative Urban School Counseling  
SPCL 7815T Internship II  
SPCL 7823T Psycholinguistics, Bilingualism, & Counseling in Schools

*l. self-care strategies appropriate to the counselor role*

SPCL 7801X Foundations of Professional School Counseling  
SPCL 7803T Individual Counseling Skills  
SPCL 7811T Internship I  
SPCL 7814T Contemplative Urban School Counseling  
SPCL 7815T Internship II

*m. the role of counseling supervision in the profession*

SPCL 7803T Individual Counseling Skills  
SPCL 7807T Practicum  
SPCL 7815T Internship II

**2.F.2. SOCIAL AND CULTURAL DIVERSITY**

*a. multicultural and pluralistic characteristics within and among diverse groups nationally and internationally*

SPCL 7800X Leadership and Group Dynamics: Theory and Practice  
SPCL 7801X Foundations of Professional School Counseling  
SPCL 7922T Multicultural Counseling and Consultation in Schools  
SPCL 7806T Schools and Communities  
SPCL 7812T Working with Families in Schools  
SPCL 7811T Internship I  
SPCL 7815T Internship II  
SPCL 7823T Psycholinguistics, Bilingualism, & Counseling in Schools

*b. theories and models of multicultural counseling, cultural identity development, and social justice and advocacy*

SPCL 7800X Leadership and Group Dynamics: Theory and Practice  
SPCL 7801X Foundations of Professional School Counseling  
SPCL 7804X Human Development  
SPCL 7922T Multicultural Counseling and Consultation in Schools  
SPCL 7823T Psycholinguistics, Bilingualism, & Counseling in Schools

*c. multicultural counseling competencies*

SPCL 7800X Leadership and Group Dynamics: Theory and Practice  
SPCL 7801X Foundations of Professional School Counseling  
SPCL 7802T Counseling Theories  
SPCL 7804X Human Development  
SPCL 7922T Multicultural Counseling and Consultation in Schools  
SPCL 7811T Internship I

SPCL 7815T Internship II  
SPCL 7823T Psycholinguistics, Bilingualism, & Counseling in Schools

*d. the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others*

SPCL 7800X Leadership and Group Dynamics: Theory and Practice  
SPCL 7802T Counseling Theories  
SPCL 7803T Individual Counseling Skills  
SPCL 7804X Human Development  
SPCL 7922T Multicultural Counseling and Consultation in Schools  
SPCL 7806T Schools and Communities  
SPCL 7811T Internship I  
SPCL 7815T Internship II  
SPCL 7823T Psycholinguistics, Bilingualism, & Counseling in Schools

*e. the effects of power and privilege for counselors and clients*

SPCL 7800X Leadership and Group Dynamics: Theory and Practice  
SPCL 7802T Counseling Theories  
SPCL 7803T Individual Counseling Skills  
SPCL 7922T Multicultural Counseling and Consultation in Schools  
SPCL 7806T Schools and Communities  
SPCL 7811T Internship I  
SPCL 7815T Internship II  
SPCL 7823T Psycholinguistics, Bilingualism, & Counseling in Schools

*f. help-seeking behaviors of diverse clients*

SPCL 7800X Leadership and Group Dynamics: Theory and Practice  
SPCL 7801X Foundations of Professional School Counseling  
SPCL 7802T Counseling Theories  
SPCL 7922T Multicultural Counseling and Consultation in Schools  
SPCL 7811T Internship I  
SPCL 7815T Internship II  
SPCL 7823T Psycholinguistics, Bilingualism, & Counseling in Schools

*g. the impact of spiritual beliefs on clients' and counselors' worldviews*

SPCL 7801X Foundations of Professional School Counseling  
SPCL 7922T Multicultural Counseling and Consultation in Schools

*h. strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination*

SPCL 7800X Leadership and Group Dynamics: Theory and Practice  
SPCL 7801X Foundations of Professional School Counseling  
SPCL 7803T Individual Counseling Skills  
SPCL 7922T Multicultural Counseling and Consultation in Schools  
SPCL 7806T Schools and Communities  
SPCL 7813T Counseling Leadership in Urban Schools  
SPCL 7811T Internship I  
SPCL 7815T Internship II

### **2.F.3. HUMAN GROWTH AND DEVELOPMENT**

*a. theories of individual and family development across the lifespan*

SPCL 7801X Foundations of Professional School Counseling  
SPCL 7802T Counseling Theories  
SPCL 7804X Human Development  
SPCL 7812T Working with Families in Schools  
SPCL 7901X Developmental Psychopathology

*b. theories of learning*

SPCL 7802T Counseling Theories  
SPCL 7804X Human Development

*c. theories of normal and abnormal personality development*

SPCL 7802T Counseling Theories  
SPCL 7804X Human Development  
SPCL 7901X Developmental Psychopathology

*d. theories and etiology of addictions and addictive behaviors*

SPCL 7802T Counseling Theories  
SPCL 7812T Working with Families in Schools  
SPCL 7901X Developmental Psychopathology

*e. biological, neurological, and physiological factors that affect human development, functioning, and behavior*

SPCL 7802T Counseling Theories  
SPCL 7804X Human Development  
SPCL 7812T Working with Families in Schools  
SPCL 7901X Developmental Psychopathology

*f. systemic and environmental factors that affect human development, functioning, and behavior*

SPCL 7800X Leadership and Group Dynamics: Theory and Practice  
SPCL 7801X Foundations of Professional School Counseling  
SPCL 7802T Counseling Theories  
SPCL 7804X Human Development  
SPCL 7812T Working with Families in Schools  
SPCL 7811T Internship I  
SPCL 7814T Contemplative Urban School Counseling  
SPCL 7815T Internship II  
SPCL 7820T College Admissions & Post-Secondary Counseling  
SPCL 7901X Developmental Psychopathology

*g. effects of crisis, disasters, and trauma on diverse individuals across the lifespan*

SPCL 7802T Counseling Theories  
SPCL 7812T Working with Families in Schools  
SPCL 7811T Internship I  
SPCL 7815T Internship II  
SPCL 7818T Urban Trauma: Counseling Issues and Strategies

*h. a general framework for understanding differing abilities and strategies for differentiated interventions*

SPCL 7800X Leadership and Group Dynamics: Theory and Practice

SPCL 7802T Counseling Theories

SPCL 7804X Human Development

SPCL 7810T Educational and Psychological Assessment

SPCL 7811T Internship I

SPCL 7814T Contemplative Urban School Counseling

SPCL 7815T Internship II

SPCL 7820T College Admissions & Post-Secondary Counseling

SPCL 7901X Developmental Psychopathology

*i. ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan*

SPCL 7801X Foundations of Professional School Counseling

SPCL 7802T Counseling Theories

SPCL 7804X Human Development

SPCL 7812T Working with Families in Schools

SPCL 7811T Internship I

SPCL 7814T Contemplative Urban School Counseling

SPCL 7815T Internship II

SPCL 7823T Psycholinguistics, Bilingualism, & Counseling in Schools

SPCL 7901X Developmental Psychopathology

#### **2.F.4. CAREER DEVELOPMENT**

*a. theories and models of career development, counseling, and decision making*

SPCL 7804X Human Development

SPCL 7809T Career and Educational Counseling

*b. approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors*

SPCL 7801X Foundations of Professional School Counseling

SPCL 7809T Career and Educational Counseling

*c. processes for identifying and using career, avocational, educational, occupational and labor market information resources, technology, and information systems*

SPCL 7809T Career and Educational Counseling

SPCL 7811T Internship I

*d. approaches for assessing the conditions of the work environment on clients' life experiences*

SPCL 7809T Career and Educational Counseling

*e. strategies for assessing abilities, interests, values, personality and other factors that contribute to career development*

SPCL 7809T Career and Educational Counseling

*f. strategies for career development program planning, organization, implementation, administration, and evaluation*

SPCL 7809T Career and Educational Counseling

SPCL 7811T Internship I

*g. strategies for advocating for diverse clients' career and educational development and employment opportunities in a global economy*

SPCL 7809T Career and Educational Counseling

SPCL 7811T Internship I

SPCL 7820T College Admissions & Post-Secondary Counseling

*h. strategies for facilitating client skill development for career, educational, and life-work planning and management*

SPCL 7809T Career and Educational Counseling

SPCL 7811T Internship I

*i. methods of identifying and using assessment tools and techniques relevant to career planning and decision making*

SPCL 7804X Human Development

SPCL 7809T Career and Educational Counseling

*j. ethical and culturally relevant strategies for addressing career development*

SPCL 7801X Foundations of Professional School Counseling

SPCL 7804X Human Development

SPCL 7809T Career and Educational Counseling

## **2.F.5. COUNSELING AND HELPING RELATIONSHIPS**

*a. theories and models of counseling*

SPCL 7800X Leadership and Group Dynamics: Theory and Practice

SPCL 7802T Counseling Theories

SPCL 7803T Individual Counseling Skills

*b. a systems approach to conceptualizing clients*

SPCL 7802T Counseling Theories

SPCL 7804X Human Development

SPCL 7803T Individual Counseling Skills

SPCL 7812T Working with Families in Schools

*c. theories, models, and strategies for understanding and practicing consultation*

SPCL 7802T Counseling Theories

SPCL 7804X Human Development

SPCL 7803T Individual Counseling Skills

SPCL 7811T Internship I

SPCL 7815T Internship II

SPCL 7813T Counseling Leadership in Urban Schools

*d. ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships*

SPCL 7802T Counseling Theories

SPCL 7803T Individual Counseling Skills

SPCL 7811T Internship I

SPCL 7815T Internship II

*e. the impact of technology on the counseling process*

SPCL 7801X Foundations of Professional School Counseling  
SPCL 7803T Individual Counseling Skills

*f. counselor characteristics and behaviors that influence the counseling process*

SPCL 7800X Leadership and Group Dynamics: Theory and Practice  
SPCL 7801X Foundations of Professional School Counseling  
SPCL 7803T Individual Counseling Skills  
SPCL 7807T Practicum  
SPCL 7812T Working with Families in Schools  
SPCL 7811T Internship I  
SPCL 7815T Internship II  
SPCL 7823T Psycholinguistics, Bilingualism, & Counseling in Schools

*g. essential interviewing, counseling, and case conceptualization skills*

SPCL 7800X Leadership and Group Dynamics: Theory and Practice  
SPCL 7802T Counseling Theories  
SPCL 7803T Individual Counseling Skills  
SPCL 7807T Practicum  
SPCL 7811T Internship I  
SPCL 7815T Internship II  
SPCL 7820T College Admissions & Post-Secondary Counseling  
SPCL 7823T Psycholinguistics, Bilingualism, & Counseling in Schools

*h. developmentally relevant counseling treatment or intervention plans*

SPCL 7801X Foundations of Professional School Counseling  
SPCL 7802T Counseling Theories  
SPCL 7803T Individual Counseling Skills  
SPCL 7807T Practicum  
SPCL 7811T Internship I  
SPCL 7815T Internship II  
SPCL 7823T Psycholinguistics, Bilingualism, & Counseling in Schools

*i. development of measurable outcomes for clients*

SPCL 7802T Counseling Theories

*j. evidence-based counseling strategies and techniques for prevention and intervention*

SPCL 7800X Leadership and Group Dynamics: Theory and Practice  
SPCL 7802T Counseling Theories  
SPCL 7808T Fundamentals of Qualitative and Quantitative Research  
SPCL 7814T Contemplative Urban School Counseling

*k. strategies to promote client understanding of and access to a variety of community-based resources*

SPCL 7800X Leadership and Group Dynamics: Theory and Practice  
SPCL 7812T Working with Families in Schools  
SPCL 7811T Internship I  
SPCL 7815T Internship II

*l. suicide prevention models and strategies*

SPCL 7803T Individual Counseling Skills

SPCL 7811T Internship I  
SPCL 7815T Internship II  
SPCL 7818T Urban Trauma: Counseling Issues and Strategies

*m. crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid*

SPCL 7811T Internship I  
SPCL 7815T Internship II  
SPCL 7818T Urban Trauma: Counseling Issues and Strategies

*n. processes for aiding students in developing a personal model of counseling*

SPCL 7802T Counseling Theories  
SPCL 7812T Working with Families in Schools  
SPCL 7811T Internship I  
SPCL 7815T Internship II

## **2.F.6. GROUP COUNSELING AND GROUP WORK**

*a. theoretical foundations of group counseling and group work*

SPCL 7800X Leadership and Group Dynamics: Theory and Practice

*b. dynamics associated with group process and development*

SPCL 7800X Leadership and Group Dynamics: Theory and Practice  
SPCL 7811T Internship I

*c. therapeutic factors and how they contribute to group effectiveness*

SPCL 7800X Leadership and Group Dynamics: Theory and Practice  
SPCL 7811T Internship I

*d. characteristics and functions of effective group leaders*

SPCL 7800X Leadership and Group Dynamics: Theory and Practice  
SPCL 7811T Internship I

*e. approaches to group formation, including recruiting, screening, and selecting members*

SPCL 7800X Leadership and Group Dynamics: Theory and Practice  
SPCL 7807T Practicum  
SPCL 7811T Internship I

*f. types of groups and other considerations that affect conducting groups in varied settings*

SPCL 7800X Leadership and Group Dynamics: Theory and Practice  
SPCL 7801X Foundations of Professional School Counseling  
SPCL 7814T Contemplative Urban School Counseling

*g. ethical and culturally relevant strategies for designing and facilitating groups*

SPCL 7800X Leadership and Group Dynamics: Theory and Practice  
SPCL 7801X Foundations of Professional School Counseling  
SPCL 7807T Practicum  
SPCL 7814T Contemplative Urban School Counseling  
SPCL 7823T Psycholinguistics, Bilingualism, & Counseling in Schools



*h. direct experiences in which students participate as group members in a small group activity, approved by the program, for a minimum of 10 clock hours over the course of one academic term*  
SPCL 7800X Leadership and Group Dynamics: Theory and Practice

### **2.F.7. ASSESSMENT AND TESTING**

*a. historical perspectives concerning the nature and meaning of assessment and testing in counseling*  
SPCL 7810T Educational and Psychological Assessment

*b. methods of effectively preparing for and conducting initial assessment meetings*  
SPCL 7810T Educational and Psychological Assessment

*c. procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide*  
SPCL 7810T Educational and Psychological Assessment  
SPCL 7811T Internship I  
SPCL 7818T Urban Trauma: Counseling Issues and Strategies

*d. procedures for identifying trauma and abuse and for reporting abuse*  
SPCL 7811T Internship I  
SPCL 7818T Urban Trauma: Counseling Issues and Strategies

*e. use of assessments for diagnostic and intervention planning purposes*  
SPCL 7809T Career and Educational Counseling  
SPCL 7810T Educational and Psychological Assessment  
SPCL 7823T Psycholinguistics, Bilingualism, & Counseling in Schools

*f. basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments, and group and individual assessments*  
SPCL 7810T Educational and Psychological Assessment

*g. statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations*  
SPCL 7810T Educational and Psychological Assessment

*h. reliability and validity in the use of assessments*  
SPCL 7810T Educational and Psychological Assessment

*i. use of assessments relevant to academic/educational, career, personal, and social development*  
SPCL 7809T Career and Educational Counseling  
SPCL 7810T Educational and Psychological Assessment  
SPCL 7820T College Admissions & Post-Secondary Counseling

*j. use of environmental assessments and systematic behavioral observations*  
SPCL 7801X Foundations of Professional School Counseling  
SPCL 7806T Schools and Communities  
SPCL 7810T Educational and Psychological Assessment  
SPCL 7814T Contemplative Urban School Counseling

*k. use of symptom checklists, and personality and psychological testing*  
SPCL 7810T Educational and Psychological Assessment

SPCL 7811T Internship I

*l. use of assessment results to diagnose developmental, behavioral, and mental disorders*

SPCL 7810T Educational and Psychological Assessment

SPCL 7901X Developmental Psychopathology

*m. ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results*

SPCL 7810T Educational and Psychological Assessment

SPCL 7818T Urban Trauma: Counseling Issues and Strategies

SPCL 7820T College Admissions & Post-Secondary Counseling

SPCL 7823T Psycholinguistics, Bilingualism, & Counseling in Schools

**2.F.8. RESEARCH AND PROGRAM EVALUATION**

*a. the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice*

SPCL 7801X Foundations of Professional School Counseling

SPCL 7808T Fundamentals of Qualitative and Quantitative Research

*b. identification of evidence-based counseling practices*

SPCL 7808T Fundamentals of Qualitative and Quantitative Research

*c. needs assessments*

SPCL 7807T Practicum

SPCL 7813T Counseling Leadership in Urban Schools

SPCL 7808T Fundamentals of Qualitative and Quantitative Research

SPCL 7811T Internship I

SPCL 7815T Internship II

*d. development of outcome measures for counseling programs*

SPCL 7801X Foundations of Professional School Counseling

SPCL 7813T Counseling Leadership in Urban Schools

SPCL 7808T Fundamentals of Qualitative and Quantitative Research

SPCL 7811T Internship I

SPCL 7815T Internship II

*e. evaluation of counseling interventions and programs*

SPCL 7801X Foundations of Professional School Counseling

SPCL 7813T Counseling Leadership in Urban Schools

SPCL 7808T Fundamentals of Qualitative and Quantitative Research

SPCL 7811T Internship I

SPCL 7815T Internship II

*f. qualitative, quantitative, and mixed research methods*

SPCL 7808T Fundamentals of Qualitative and Quantitative Research

SPCL 7811T Internship I

SPCL 7815T Internship II

*g. designs used in research and program evaluation*

SPCL 7808T Fundamentals of Qualitative and Quantitative Research

*h. statistical methods used in conducting research and program evaluation*

SPCL 7808T Fundamentals of Qualitative and Quantitative Research

*i. analysis and use of data in counseling*

SPCL 7813T Counseling Leadership in Urban Schools

SPCL 7808T Fundamentals of Qualitative and Quantitative Research

SPCL 7811T Internship I

SPCL 7815T Internship II

*j. ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation*

SPCL 7801X Foundations of Professional School Counseling

SPCL 7808T Fundamentals of Qualitative and Quantitative Research

### **5.G.1 SCHOOL COUNSELING - FOUNDATIONS**

*a. history and development of school counseling*

SPCL 7801X Foundations of Professional School Counseling

SPCL 7807T Practicum

*b. models of school counseling programs*

SPCL 7801X Foundations of Professional School Counseling

SPCL 7813T Counseling Leadership in Urban Schools

SPCL 7811T Internship I

SPCL 7815T Internship II

SPCL 7820T College Admissions & Post-Secondary Counseling

*c. models of P-12 comprehensive career development*

SPCL 7809T Career and Educational Counseling

*d. models of school-based collaboration and consultation*

SPCL 7801X Foundations of Professional School Counseling

SPCL 7813T Counseling Leadership in Urban Schools

SPCL 7811T Internship I

SPCL 7815T Internship II

SPCL 7820T College Admissions & Post-Secondary Counseling

*e. assessments specific to P-12 education*

SPCL 7809T Career and Educational Counseling

SPCL 7810T Educational and Psychological Assessment

SPCL 7811T Internship I

SPCL 7815T Internship II

### **5.G.2 SCHOOL COUNSELING - CONTEXTUAL DIMENSIONS**

*a. school counselor roles as leaders, advocates, and systems change agents in P-12 schools*

SPCL 7800X Leadership and Group Dynamics: Theory and Practice  
SPCL 7801X Foundations of Professional School Counseling  
SPCL 7806T Schools and Communities  
SPCL 7807T Practicum  
SPCL 7810T Educational and Psychological Assessment  
SPCL 7811T Internship I  
SPCL 7812T Working with Families in Schools  
SPCL 7813T Counseling Leadership in Urban Schools  
SPCL 7814T Contemplative Urban School Counseling  
SPCL 7815T Internship II  
SPCL 7823T Psycholinguistics, Bilingualism, & Counseling in Schools

*b. school counselor roles in consultation with families, P-12 and postsecondary school personnel, and community agencies*

SPCL 7800X Leadership and Group Dynamics: Theory and Practice  
SPCL 7801X Foundations of Professional School Counseling  
SPCL 7806T Schools and Communities  
SPCL 7807T Practicum  
SPCL 7809T Career and Educational Counseling  
SPCL 7811T Internship I  
SPCL 7812T Working with Families in Schools  
SPCL 7813T Counseling Leadership in Urban Schools  
SPCL 7814T Contemplative Urban School Counseling  
SPCL 7815T Internship II  
SPCL 7818T Urban Trauma: Counseling Issues and Strategies  
SPCL 7820T College Admissions & Post-Secondary Counseling

*c. school counselor roles in relation to college and career readiness*

SPCL 7806T Schools and Communities  
SPCL 7807T Practicum  
SPCL 7809T Career and Educational Counseling  
SPCL 7811T Internship I  
SPCL 7813T Counseling Leadership in Urban Schools  
SPCL 7815T Internship II  
SPCL 7820T College Admissions & Post-Secondary Counseling

*d. school counselor roles in school leadership and multidisciplinary teams*

SPCL 7800X Leadership and Group Dynamics: Theory and Practice  
SPCL 7801X Foundations of Professional School Counseling  
SPCL 7806T Schools and Communities  
SPCL 7807T Practicum  
SPCL 7810T Educational and Psychological Assessment  
SPCL 7811T Internship I  
SPCL 7813T Counseling Leadership in Urban Schools  
SPCL 7815T Internship II

*e. school counselor roles and responsibilities in relation to the school emergency management plans, and crises, disasters, and trauma*

SPCL 7806T Schools and Communities  
SPCL 7807T Practicum

SPCL 7811T Internship I  
SPCL 7815T Internship II  
SPCL 7818T Urban Trauma: Counseling Issues and Strategies

*f. competencies to advocate for school counseling roles*

SPCL 7801X Foundations of Professional School Counseling  
SPCL 7806T Schools and Communities  
SPCL 7807T Practicum  
SPCL 7809T Career and Educational Counseling  
SPCL 7811T Internship I  
SPCL 7813T Counseling Leadership in Urban Schools  
SPCL 7815T Internship II

*g. characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders*

SPCL 7802T Counseling Theories  
SPCL 7807T Practicum  
SPCL 7810T Educational and Psychological Assessment  
SPCL 7811T Internship I  
SPCL 7812T Working with Families in Schools  
SPCL 7814T Contemplative Urban School Counseling  
SPCL 7815T Internship II  
SPCL 7818T Urban Trauma: Counseling Issues and Strategies  
SPCL 7901X Developmental Psychopathology

*h. common medications that affect learning, behavior, and mood in children and adolescents*

SPCL 7807T Practicum  
SPCL 7901X Developmental Psychopathology

*i. signs and symptoms of substance abuse in children and adolescents*

SPCL 7802T Counseling Theories  
SPCL 7807T Practicum  
SPCL 7812T Working with Families in Schools  
SPCL 7815T Internship II  
SPCL 7901X Developmental Psychopathology

*j. qualities and styles of effective leadership in schools*

SPCL 7800X Leadership and Group Dynamics: Theory and Practice  
SPCL 7801X Foundations of Professional School Counseling  
SPCL 7806T Schools and Communities  
SPCL 7807T Practicum  
SPCL 7811T Internship I  
SPCL 7813T Counseling Leadership in Urban Schools  
SPCL 7815T Internship II

*k. community resources and referral sources*

SPCL 7800X Leadership and Group Dynamics: Theory and Practice  
SPCL 7801X Foundations of Professional School Counseling  
SPCL 7806T Schools and Communities  
SPCL 7807T Practicum

SPCL 7809T Career and Educational Counseling  
SPCL 7811T Internship I  
SPCL 7812T Working with Families in Schools  
SPCL 7813T Counseling Leadership in Urban Schools  
SPCL 7815T Internship II  
SPCL 7820T College Admissions & Post-Secondary Counseling

*l. professional organizations, preparation standards, and credentials relevant to the practice of school counseling*

SPCL 7801X Foundations of Professional School Counseling  
SPCL 7820T College Admissions & Post-Secondary Counseling

*m. legislation and government policy relevant to school counseling*

SPCL 7801X Foundations of Professional School Counseling  
SPCL 7815T Internship II

*n. legal and ethical considerations specific to school counseling*

SPCL 7800X Leadership and Group Dynamics: Theory and Practice  
SPCL 7801X Foundations of Professional School Counseling  
SPCL 7808T Fundamentals of Qualitative and Quantitative Research  
SPCL 7815T Internship II  
SPCL 7820T College Admissions & Post-Secondary Counseling

### **5.G.3 SCHOOL COUNSELING - PRACTICE**

*a. development of school counseling program mission statements and objectives*

SPCL 7815T Internship II  
SPCL 7820T College Admissions & Post-Secondary Counseling

*b. design and evaluation of school counseling programs*

SPCL 7808T Fundamentals of Qualitative and Quantitative Research  
SPCL 7815T Internship II  
SPCL 7820T College Admissions & Post-Secondary Counseling

*c. core curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies*

SPCL 7800X Leadership and Group Dynamics: Theory and Practice  
SPCL 7810T Educational and Psychological Assessment  
SPCL 7815T Internship II

*d. interventions to promote academic development*

SPCL 7801X Foundations of Professional School Counseling  
SPCL 7803T Individual Counseling Skills  
SPCL 7804X Human Development  
SPCL 7807T Practicum  
SPCL 7810T Educational and Psychological Assessment  
SPCL 7811T Internship I  
SPCL 7815T Internship II  
SPCL 7901X Developmental Psychopathology

*e. use of developmentally appropriate career counseling interventions and assessments*

SPCL 7804X Human Development

SPCL 7811T Internship I

SPCL 7815T Internship II

*f. techniques of personal/social counseling in school settings*

SPCL 7800X Leadership and Group Dynamics: Theory and Practice

SPCL 7801X Foundations of Professional School Counseling

SPCL 7802T Counseling Theories

SPCL 7803T Individual Counseling Skills

SPCL 7807T Practicum

SPCL 7811T Internship I

SPCL 7815T Internship II

SPCL 7818T Urban Trauma: Counseling Issues and Strategies

SPCL 7901X Developmental Psychopathology

*g. strategies to facilitate school and postsecondary transitions*

SPCL 7811T Internship I

SPCL 7815T Internship II

SPCL 7820T College Admissions & Post-Secondary Counseling

*h. skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement*

SPCL 7800X Leadership and Group Dynamics: Theory and Practice

SPCL 7801X Foundations of Professional School Counseling

SPCL 7802T Counseling Theories

SPCL 7803T Individual Counseling Skills

SPCL 7804X Human Development

SPCL 7807T Practicum

SPCL 7811T Internship I

SPCL 7815T Internship II

SPCL 7818T Urban Trauma: Counseling Issues and Strategies

SPCL 7901X Developmental Psychopathology

*i. approaches to increase promotion and graduation rates*

SPCL 7811T Internship I

SPCL 7815T Internship II

*j. interventions to promote college and career readiness*

SPCL 7811T Internship I

SPCL 7815T Internship II

SPCL 7820T College Admissions & Post-Secondary Counseling

*k. strategies to promote equity in student achievement and college access*

SPCL 7801X Foundations of Professional School Counseling

SPCL 7811T Internship I

SPCL 7815T Internship II

SPCL 7820T College Admissions & Post-Secondary Counseling

*l. techniques to foster collaboration and teamwork within schools*

SPCL 7800X Leadership and Group Dynamics: Theory and Practice  
SPCL 7801X Foundations of Professional School Counseling  
SPCL 7811T Internship I  
SPCL 7813T Counseling Leadership in Urban Schools  
SPCL 7823T Psycholinguistics, Bilingualism, & Counseling in Schools

*m. strategies for implementing and coordinating peer intervention programs*

SPCL 7801X Foundations of Professional School Counseling  
SPCL 7811T Internship I  
SPCL 7815T Internship II

*n. use of accountability data to inform decision making*

SPCL 7801X Foundations of Professional School Counseling  
SPCL 7807T Practicum  
SPCL 7808T Fundamentals of Qualitative and Quantitative Research  
SPCL 7811T Internship I  
SPCL 7815T Internship II

*o. use of data to advocate for programs and students*

SPCL 7801X Foundations of Professional School Counseling  
SPCL 7810T Educational and Psychological Assessment  
SPCL 7808T Fundamentals of Qualitative and Quantitative Research  
SPCL 7811T Internship I  
SPCL 7815T Internship II

## **PROGRAM STRUCTURE**

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The Master of Science in Education requires the completion of 60 credits, and completion of this program qualifies recipients for a recommendation for New York State initial and professional certification. Students with bilingual proficiency can complete a Specialization in Bilingual School Counseling, leading to New York State initial certification with a bilingual extension. The Specialization in Bilingual School Counseling requires an additional 6 credits along with the 60 credits in the Master's sequence. Bilingual students must pass the Bilingual Education Assessment (BEA) administered by the New York State Education Department. Please see appendices for typical program plans.

## **COHORT STUDY**

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The program is based on a cohort model, in which students who enter the program at the same time take all their courses together in the same sequence. The relationships students develop with each other in their cohort offer an important source of support in their studies. We believe that it is important for students to develop a network of colleagues that they can grow and learn with throughout the program. Not only does this help you as you complete assignments and master difficult material, but when you have graduated it will provide you with a built-in network of colleagues who you will be able to call on for advice and networking opportunities.



## MATRICULATION REQUIREMENTS

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All students pursue, on a full-time or part-time basis, a common set of courses. Full-time students complete the program in three years and typically take four courses per semester in the first two years and two courses per semester in the third year. Part-time students typically complete the program in four years and take three courses per semester during the first two years of the program, followed by two courses per semester in the remaining two years. There are no summer or winter intersession courses. Students who wish to take the bilingual specialization take six credits of additional course work during the last year and conduct a bilingual internship under the supervision of a bilingually certified school counselor.

Before the start of every semester, you will receive information on the courses for which you have permission to register in CUNYFirst. The steps for registration are as follows:

### **For first time users: Claim Your Account**

You will need your date of birth, the last four digits of your social security number, a pen, and paper. Visit <http://www2.cuny.edu/about/administration/offices/cis/cunyfirst/> and click the “New User” Link on the sign in page create an account. Follow the on-screen instructions and input your date of birth with slashes (00/00/0000). Write down the 5 security questions, your responses, login, password, and Empl ID number.

### **To Register for Classes:**

- 1) Log-in to CUNYFirst
- 2) Select “Self Service” then select “Student Center” and then select “Enroll”
- 3) Search for classes by department and select your classes by clicking the “select class” button
- 4) Once you have made your selection, click “Next”. Repeat process for each course needed.
- 5) Once you have all your classes, click the “Enroll” tab. Click on “Proceed to Step 2 of 3” and “Finish Enrolling”

TIP: Adding a class to the shopping cart does not hold the seat; you must click on “enroll, proceed to step 2 of 3, and Finish Enrolling.”

## COURSE WORK

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The course of instruction for the Master of Science in Education involves the successful completion of 60 credits of study on the graduate level, including a practicum of 100 hours and an internship of 600 hours, and completing a capstone portfolio project. Students must continuously maintain and graduate with a cumulative grade point average of at least 3.0 (B). **A student who acquires 6 credits below B cannot be awarded an M.S. in Education in this program.**

## CAPSTONE PROJECT

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SPCL 7813, Counseling Leadership in Urban Schools, a course offered for full and part time students in their final year, will be the capstone course in the program. Students will be expected to develop a portfolio as a culminating project that will be part of the course requirement in SPCL 7813. The portfolio is made up of items completed throughout the student’s time in the program as well as items completed specifically for the portfolio. To facilitate completion of the portfolio, we advise students to retain all graded copies of assignments, and to preserve digital copies of their submitted assignments; students should also save copies of submitted assignments to a back-up hard drive and/or cloud storage.

Items in the portfolio include:

Item	Class where item is completed
Who are you as a School Counselor?	SPCL 7813 – Counseling Leadership in Urban Schools
What is your theoretical orientation?	SPCL 7802 – Counseling Theories & SPCL 7813 – Counseling Leadership in Urban Schools
What is your academic and career counseling theoretical orientation?	SPCL 7813 – Counseling Leadership in Urban Schools
Group Proposal	SPCL 7800 – Leadership and Group Dynamics
Annotated Bibliography	SPCL 7804 – Human Development
Counselor Cultural Narrative & Advanced Counselor Cultural Narrative	SPCL 7922 – Multicultural Counseling and Consultation in Schools & SPCL 7823 – Psycholinguistics, Bilingualism, & Counseling in Schools
Ethnographic Report/Community Walk Paper	SPCL 7806 – Schools and Communities
Independent Action Research Project	SPCL 7808 – Fundamentals of Research
Case Presentation Project	SPCL 7810 – Educational & Psychological Assessment
Audio or Video Transcriptions	SPCL 7807- Practicum
Individual Case Presentation Report	SPCL 7811 – Internship I
Comprehensive School Counseling Model	SPCL 7815 – Internship II
Unofficial Transcript(s)	
Proof of training: Identification and Reporting of Suspected Child Abuse or Maltreatment (2 hours) and School Violence Prevention and Intervention (2 hours)	
Proof of training: DASA workshop (6 hours) in the prevention and intervention of harassment, bullying, and discrimination	
Proof of Conference Attendance (full-day conference – 7 hours); documentation: proof of registration plus 1- to 2-page reflection on each session/workshop attended. Conferences are expected to be attended in person. However, the following conferences are allowed to be attended virtually: ASCA, NYSCA, and ACA.	For EACH session/workshop answer the following questions: 1. What session did you attend? (title and presenters) 2. What was surprising? 3. Why did you choose that session? 4. Provide a brief summary of the session. 5. How will this inform your school counseling profession?
A copy of your resume or vita	

## **BILINGUAL SPECIALIZATION IN SCHOOL COUNSELING**

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Students who are fluent in another language (spoken language, reading, and writing) may want to consider completing the Bilingual Specialization in School Counseling. Bilingual school counselors are in demand and completing this specialization will allow you to work with English Language Learners who speak the language you are fluent in.

If you are interested in this program, you should contact the Bilingual Specialization Coordinator, Professor Elizalde-Utnick to find out more information. She can be reached at [gutnick@brooklyn.cuny.edu](mailto:gutnick@brooklyn.cuny.edu).

Please see Appendix C for the full-time program plan and Appendix D for the part-time program plan for the bilingual certification in School Counseling.

### **BILINGUAL SPECIALIZATION REQUIREMENTS**

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1. Students seeking a bilingual extension must pass the New York State Bilingual Education Assessment (BEA). This exam is offered several times per year, but some languages (e.g., Chinese languages; Haitian-Creole) are not offered as frequently as others (e.g., Spanish).
2. You must complete two additional courses during the internship year.
3. A portion of your internship hours must be completed bilingually, under the supervision of a certified bilingual school counselor.

### **PROGRAM STATEMENT OF EXPECTATIONS FOR STUDENTS**

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The Graduate Program in School Counseling at Brooklyn College prepares students to become professional school counselors and to assume positions of leadership in the field. To fulfill these responsibilities, faculty must evaluate students based on their academic, professional, and personal actions. Our program works to establish a learning community where students can develop professionally. We do this by providing an environment in which students' rights and responsibilities are respected and by respecting the dignity and worth of each student.

However, a student's progress in the program may be interrupted for failure to meet academic or professional standards of the Counseling profession or if a student's non-academic performance, including their interpersonal or emotional status, interferes with education/training-related requirements for themselves and/or others. To ensure proper training and client care, a counselor-in-training must abide by the professional ethics code of the American Counselor Association and demonstrate professional knowledge, technical and interpersonal skills, professional attitudes, and professional character. These factors are evaluated based on both academic performance and non-academic performance. As part of the ethical standards of the counseling profession as stated in the American Counseling Association Code of Ethics, counseling students must be committed to working professionally, with all students, their families, their classmates, school staff, program staff, and faculty regardless of their background in terms of ability, age, ethnicity, gender, gender identity/expression, race, religion/spiritual orientation, sexual orientation, and socioeconomic class. In terms of other non-academic performance, students in the program should be able to convey respect, genuineness, and empathy with all the above individuals, demonstrate the ability to accept and integrate feedback, be aware of their impact on others, accept personal responsibility for one's actions, and be able to express feelings and resolve conflicts in an appropriate and professional manner.

A faculty member may raise concerns with the student about nonacademic student professional and personal development in order that the noted deficiency can be addressed in a developmental manner. That is, when non-academic performance issues become a concern to the program the relevant faculty member(s) meet with the student to discuss these and prescribe advisement, consultation, counseling, and/or remediation and monitor the student's progress.

If the student does not make satisfactory progress following the program's directives, dismissal from the school counseling program can occur if program faculty have determined that personal or professional limitations will prohibit a student from becoming a successful professional school counselor. Faculty are bound by the American Counseling Association Code of Ethics to ensure the quality of professionals entering the field remains high and must act to prevent unqualified students from gaining entrance to the field.

The Professional Assessment Form (PAF) for School Counseling Students provides one opportunity for program faculty to raise a concern regarding non-academic performance issues. In each course, the professor completes the PAF twice for each student, at the mid-term and at the end of the semester, to indicate whether the student's professional and personal development meet minimal standards for a professional school counselor. The mid-term PAF identifies areas of concern but does not affect the student's course grade. If a student receives a rating of a "0" on the mid-term PAF, indicating that there is an area of concern to be addressed, the professor will meet with the student to recommend a plan to address the area of deficiency. If the student receives one or more "0's" on the final PAF, the student's final grade for the course will reflect that the behavior exhibited in the course does not meet the minimal standard for professional or personal development of a school counselor. As such, if a student receives a "0" on the final PAF, the student may not receive higher than a "C" for the final course grade, regardless of the grade earned by his or her academic work. Students receiving a "0" on the final PAF must meet with the professor and the Program Coordinator before the beginning of the next semester to agree upon a plan of action to address the area(s) of deficiency.

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## GRADES AND GPA

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Students must maintain a GPA of 3.0 (B) to maintain good standing in the program. If a student's overall GPA falls below a 3.0, they will be placed in academic probation. According to the Graduate Bulletin (p. 23):

**Students who do not maintain a GPA of at least 3.00 are automatically placed on academic probation and notified of this action by the Office of the Dean of Research and Graduate Studies. A student on academic probation must increase his or her GPA to 3.00 or higher within 9 additional credits. Otherwise, the student may be subject to dismissal from the degree or advanced certificate program. Students on academic probation may not take the comprehensive examination, submit a thesis, or earn a degree or advanced certificate unless specific approval is granted by the Committee on Graduate Admissions and Standards. Academic probation applies to all students—both non-matriculated and matriculated—with a GPA below 3.00.**

**A student who acquires 6 credits below B- cannot be awarded an M.S. in Education in this program.**

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## ORIENTATION/ADVISEMENT

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Orientation sessions for students new to the school counseling program are held in May prior to the beginning of the school year. We also provide a second orientation/check-in meeting during the first year

in the Program. All students new to the School Counseling Program must attend. The purpose of the orientation is to convey essential information regarding the program and its requirements.

You will be assigned a faculty member who is your advisor with whom you will meet at least once a semester. You will be contacted by your faculty advisors early in the beginning of your fall semester, and you should touch base with them at least once a semester. They will be able to answer questions about the program, the profession, and self-care as a counselor-in-training.

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## PROGRAM COMMUNICATION

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If you have moved, changed your phone number, or started using a new email, please make sure that you update our office on this information. Also, make sure that your information on CUNYfirst, WebCentral, and Blackboard is also up to date.

As counselors we need to always communicate professionalism, and your time in the program is an important opportunity to practice this. The following article makes good suggestions on how to approach your professors and administrative staff via email: [Re: Your Recent Email to Your Professor](#).

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## WHAT TO EXPECT WHEN YOU'RE IN GRADUATE SCHOOL

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Graduate school can be both an exciting and challenging time in your life. As a student in the school counseling program, you will likely have a lot of rewarding and energizing experiences; you will also likely encounter things that may make you feel stressed out and frustrated.

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## UNDERGRADUATE VS. GRADUATE

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- In graduate school, the emphasis shifts from simply acquiring knowledge to acquisition and application.
- There is substantially more reading in graduate school. The expectations and amount of assigned reading and writing are likely to be two to three times greater than undergraduate courses.
- Course assessments include quizzes, exams, and papers.
- What constitutes passing may be much higher than in your undergraduate work. In our program, earning two course grades lower than a B or GPA lower than 3.0 leads to dismissal.
- You will have to acquire a great deal of information outside of the classroom (through reading, assignments, field experiences, etc.)
- You are expected to be much more independent as a student. Use the resources available to you to answer questions you might have. Read your email and keep up on happenings around the department and around the college.
- However, don't be afraid to ask other graduate students and faculty questions – it's expected.
- Class participation is important and often will be a part of your grade.

- Faculty will expect that you know how to do research – if you are not that confident/need to brush up on your skills, get help early. You must be familiar with APA Publication Manual 7<sup>th</sup> Edition and APA citation method.

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## FINANCIAL PLANNING

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We understand that graduate school is a financial obligation. In addition to the cost of tuition, don't forget to plan for the cost of textbooks, your ASCA membership, transportation, workshops, and documentation required for certification. Additionally, during the practicum and internship experiences, many students find that they must take on fewer hours at their jobs in order to fulfill the requirements of their coursework. It is a good idea to visit the Office of Financial Aid located in Room 308 of the West Quad building to fully explore all the financing options that may be available to you.

To learn more, you can visit the Financial Aid office's website here:

<http://www.brooklyn.cuny.edu/web/about/offices/financial/graduate.php>.

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## CUNY COUNSELING ASSISTANTSHIP PROGRAM

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Students who are alumni from a CUNY undergraduate program and are matriculated to a graduate program in CUNY are eligible to apply for the Counseling Assistantship Program (CAP). Students in this program are provided with a paid, part-time position on a CUNY Campus, and are eligible for a tuition waiver of up to six graduate credits.

For more information about this program, visit this website: <http://www2.cuny.edu/employment/student-jobs/jobs/counseling-assistantship/>.

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## TIME MANAGEMENT

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- Invest in good daily planner or digital calendar and use it.
- Don't overextend yourself – it is okay to say no to people and obligations if you need time for yourself or your work.
- Set aside specific times each day and week that are dedicated to studying, planning, writing, and doing research.
- Set specific and manageable goals for work that can be completed in the time you have allotted.
- Take advantage of spare moments in the day to complete your work, for example completing your readings on the subway or outlining a paper while you eat breakfast.
- Recognize the things that cause you to procrastinate and avoid them when trying to get work done (e.g., TV, internet, phone, etc.). Leave the house if necessary. The Library on campus provides many quiet workspaces for students.
- Procrastination can often be tied to anxiety. If you are finding it difficult to start or complete projects, visit the Personal Counseling center; they can really help!

## AVOID STRESS AND BURNOUT

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Stress can cause headaches, anxiety, indigestion, jitteriness, muscle tension, trouble concentrating and memory problems; the chance of illness can increase. Burnout is a physical, emotional, and mental response to high levels of stress. The signs and symptoms of burnout are similar to those of stress, but burnout includes emotional exhaustion and an increasingly negative attitude toward your work and, perhaps, your life.

To avoid becoming stressed out and burned out:

- Engage in a hobby that relaxes you or takes your mind off of work. Do this activity often!
- Maintain friendships with people outside of your program.
- Develop relationships with other members of your cohort and faculty members as well. They can be supportive!
- Moderate your use of social media if you notice that the postings are having an impact on your well-being.
- Talk to faculty and share any significant stressors that are affecting your work – sometimes, accommodation can be made to help ease your stress.
- Make sure you are getting enough sleep – most people need between seven and eight hours a night.
- Do not forget to eat! Long days and nights can mean long periods without being home. Pack a couple of snacks or a sandwich along with your books.
- If you are feeling distressed, do not be afraid to seek help. Whether you speak to someone in the Personal Counseling office, a spiritual advisor, a trusted friend, or a doctor, do not keep your feelings bottled up inside you.

## **POLICY FOR STUDENT RETENTION, REMEDIATION, AND DISMISSAL**

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### ACADEMIC PROBATION AND DISMISSAL

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A student's progress in the program may be in danger if the student's G.P.A falls below 3.0. As per the regulations and procedures described in the *2020-2021 Graduate Bulletin* ([https://www.brooklyn.cuny.edu/web/off\\_registrar/2020-2021\\_Graduate\\_Bulletin.pdf](https://www.brooklyn.cuny.edu/web/off_registrar/2020-2021_Graduate_Bulletin.pdf)), in order to receive a graduate degree from Brooklyn College, students must maintain and graduate with a minimum GPA of 3.00:

*To receive a graduate degree or an advanced certificate, a candidate must maintain and graduate with a minimum GPA of 3.00. Individual departments may, with the approval of Faculty Council, set higher grade requirements in certain specified courses or groupings of courses accepted toward the degree or advanced certificate.*

Students with a GPA below 3.0 will be placed on academic probation. Students will be dismissed if after attempting a maximum of 12 additional credits their GPA remains below 3.0. The School Counseling Program also stipulates that a student who earns 6 credits below B- will not be awarded an M.S. in Education in this program.

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## PROFESSIONAL DISPOSITIONS EVALUATION

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After a student completes approximately 12 credits, the faculty members review the student's progress and potential and recommend continuation or withdrawal. This evaluation is based on criteria described in the *Program Statement of Expectations* section of this handbook. At any point within the program, as stipulated in the *2020-2021 Graduate Bulletin* a student may be dismissed for not meeting program expectations of conduct and/or ethical guidelines:

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### CLINICAL OR FIELD EXPERIENCES:

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***Any candidate found to be in violation of any of the conduct guidelines detailed in the Brooklyn College Student Handbook and/or the candidate's discipline-specific code of ethics/conduct may not be recommended for student teaching/clinical placements/fieldwork experiences. (p.34)***

School counselors-in-training must always behave professionally and ethically. Their behavior in the classroom, in practicum, and in internship is constantly being evaluated. School counselors-in-training must be committed to working professionally and ethically with all students, their families, their classmates, school staff, program staff, and faculty regardless of their background in terms of ability, age, ethnicity, gender, gender identity/expression, race, religion/spiritual orientation, sexual orientation, and socioeconomic class. Any act that would constitute unethical behavior, professional misconduct, or violations of the law is grounds for disciplinary action, including remediation or dismissal from the program.

The School Counseling faculty is committed to supporting you in your training and development. The following examples and guidelines are provided to assist students and faculty in identifying, evaluating, and addressing situations that may be indications of unprofessional behavior. Examples of concerning behaviors include but are not limited to:

- Attempting to harm oneself, one's clients/students, school personnel, classmates or faculty;
- Repeated absences from class, the practicum or internship or absence without notification;
- Repeated tardiness in class or on fieldwork;
- Personal or legal hardships that negatively impact the practicum or internship;
- Physical or mental health challenges, active substance abuse issues or other difficulties that severely limit the student's effectiveness;
- Failure to maintain good hygiene;
- Violation of the American Counseling Association Code of Ethics or HIPAA;
- Failure to comply with School of Education policies, procedures or standards of conduct;
- Failure to comply with practicum or internship site policies, procedures or standards of conduct;
- Stealing or other illegal actions;
- Inappropriate relationships with clients/students or their families;
- Hostile behavior when given constructive criticism;



- Disorganization in response to basic demands for use of time in the learning situation, in submitting paperwork, or setting up appointments;
- Inability to conceptualize or to recognize principles;
- Inability to examine one's own performance in a self-evaluative manner;
- Requiring a high degree of pressure to function and to meet deadlines;
- Unrealistic perception of self or unrealistic expectations of others;
- Inability to think or act independently;
- Failure to follow a remedial plan.

Should questions arise regarding a student's professional conduct, the appropriate faculty member (or Triad Supervisor or Site Supervisor) should engage the student in the following process:

1. The faculty member will discuss the incident(s) with the student and their faculty advisor and seek agreement with the student on the question of breach of professional standards. If the Site Supervisor is the first to identify a problem, they should notify and involve the student's faculty advisor. Discussion should include consideration of the specific behavior and the surrounding circumstances. Most problems can be handled at this informal level. However, time limits should be set regarding the behavioral corrections to be made. Documentation should reflect the content of this meeting. If appropriate, a written plan of remediation also may be developed and agreed upon.
2. If the issue/problem continues, a remediation plan is required. The faculty member will provide written documentation, including a description of the incident and the plan of action, along with a specific timeline for completing the plan. Copies are to be given to the student, the student's advisor, the Site Supervisor if appropriate, and a copy placed in the student's record.
3. If the issue/problem is still not resolved, or if the student wishes to appeal, a committee of fulltime school counseling faculty will review the situation and documentation. The committee will then issue its decision within two weeks.
4. If the student wishes to appeal the faculty committee's decision, the next step is to appeal in writing to the Program Coordinator, who should render a decision within two weeks of the notice of appeal.
5. If the student wishes to appeal the Program Coordinator's decision, the student may then appeal to the Department Chair, who should convene a committee of faculty members from the Department of School Psychology, Counseling, and Leadership (SPCL) to review the appeal. The committee should render a decision within 30 days of the notice of appeal.
6. The student may make a final appeal to the Faculty Council Committee on Graduate Admissions and Standards (CGAS) within thirty days of notification of the Departmental committee's decision. The student must file a petition through the Office of Academic Standing.

If the student does not make satisfactory progress, and if program faculty has determined that personal or professional limitations will prohibit a student from becoming a successful professional school counselor, dismissal from the school counseling program can occur. Faculty are bound by the American Counseling Association (ACA) Code of Ethics to ensure the quality of professionals entering the field.

The *Professional Assessment Form (PAF) for School Counseling Students* identifies areas of concern and provides an opportunity for program faculty to evaluate students regarding non-academic performance issues. In each course, the professor completes the PAF twice for each student, at the mid-term and at the end of the semester, to indicate whether the student's professional and personal development meet minimal standards for a professional school counselor. If a student receives a rating of one or more "0s" on the mid-term PAF, indicating that there is an area of concern to be addressed, the professor will meet with

the student to recommend a plan to address the area of deficiency. If the student receives one or more “0’s” on the final PAF, the student will be subject to formal review by the professor and the student’s faculty advisor. This review, in accordance with the six steps outlined above, may lead to required remediation or dismissal from the program.

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## FIELDWORK

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Fieldwork is an important part of a student’s training as a school counselor. It allows students to practice the skills you learn in the classroom and to better define your own strengths and interests as a counselor. Ideally, fieldwork experiences will take place in a variety of school settings, from elementary school through high school. However, fieldwork hours can also be earned through after-school programs and nontraditional school settings, like a Young Adult Borough Center (YABC) program.

Throughout the course of their Master’s degree program, students will complete a total of 720 hours of fieldwork. It is distributed as follows:

**Schools and Communities:** 20 hours

**Practicum:** 100 hours

**Internship I:** 300 hours

**Internship II:** 300 hours

***SPCL Schools and Communities:*** Students will begin their fieldwork experiences by introducing themselves to the school where they will be completing their practicum. They will have the opportunity to observe counseling sessions, learn about the population and needs of the school community, and prepare themselves to begin their practicum in the next semester.

***For Practicum:*** 100 hours of fieldwork, in one semester: **40 hours of direct counseling/consultation services, and 60 hours of collateral or indirect hours with students and families.** The direct service on average consists of approximately 3 hours per week and must be conducted at the fieldwork site. Practicum takes place in the second semester for full-time students and in the fourth semester for part-time students.

***For Internship:*** 600 hours of fieldwork: three hundred in each of two semesters. **120 hours must be direct service in a school involving work that directly impacts clients, which may include students, their families, classrooms, school staff, and communities.** Internship takes place during the second year for full-time students and during the third year for part-time students. During the semester that a student is enrolled in an internship course, they must be able to arrange for a minimum of 8 hours per week for 15 weeks in direct service at a school.

**The remaining 180 hours is indirect service, some of which may take place outside of the school setting.** Indirect service can include, for example, attending meetings, workshops, observing students in the classroom, doing research related to your counseling practice, writing notes, or attending a conference.

Though some indirect hours can take place outside of a school setting, it would not be acceptable to plan to complete the majority of indirect hours outside of the school. It is important that you have time in the

school to become a part of the community, so that you can better serve your students as well as to network and make connections. The fieldwork experience should be conceptualized as a total experience, not just a collection of hours.

**Students locate their own sites, with the assistance of the program. Sites must meet criteria for adequate supervision, suitability, and quality of experience, and must be pre-approved by the program.**

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## MAGNER CENTER STIPEND

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Students who are going on internship are eligible to apply for the Magner Center for Career Development and Internship's stipend award. This is a stipend awarded to select applicants at the undergraduate and graduate level in order to help ease the financial cost of completing an unpaid internship. To learn more about how to apply for this award, visit:

<http://info.brooklyn.cuny.edu/confluence/display/career/Internship+Stipend+Awards+Fact+Sheet>

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## PROFESSIONAL ORGANIZATIONS

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### **American School Counselor Association**

Students are required to join and maintain membership in the American School Counselor Association (ASCA), a professional organization for school counselors. Membership in this organization provides students with valuable information and professional development opportunities, as well as professional liability insurance. Information on joining ASCA can be found on their website: [www.asca.org](http://www.asca.org).

### **American Counseling Association (ACA)**

Students are strongly encouraged to join the American Counseling Association (ACA). ACA Master's Level students also receive liability insurance coverage as part their membership. As a student member, you will gain access to all of the career and professional resources available to practicing counselors, helping you prepare for your counseling career. To aid your coursework, ACA provides 24-hour electronic access to our journal, literature, and other research resources. Information on joining ACA can be found in their website: <https://www.counseling.org/>

### **New York State School Counselor Association (NYSSCA)**

Students are strongly encouraged to become members of the New York State School Counselor Association (NYSSCA). Membership in NYSSCA offers professional affiliations and networking, professional development, access to publications, and professional support. The student membership fee is \$25 per year. Information on joining NYSSCA can be found in their website: <http://nyssca.org/>

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## PROFESSIONAL DEVELOPMENT

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Students in our program should take advantage of opportunities for professional development. Whether working with a faculty member on a research project, attending a conference, or participating in a seminar, students will have many opportunities to grow their skills and make new connections with professionals in their field.

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## CONFERENCES

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As a requirement of the capstone portfolio, students must attend a full day conference on a counseling related topic. We encourage you to visit the websites of the organizations named above to find out about opportunities in your area. We will also share opportunities for appropriate conferences on the Google Group. While there might be full day conferences that do not charge a conference fee, it is more likely that students will have to pay a student fee to attend a given conference.

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## GRADUATE SCHOOL COUNSELING ASSOCIATION

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The Graduate School Counseling Association (GSCA) is a student club that collaborates with students, faculty, and staff to provide representation, resources, and support to students in our program. GSCA has organized events including the end-of-year party, workshops on counseling related topics, and mentorship programs for new students.

Students are eligible to run for a position in their second year in the program; students can be nominated by their classmates or self-nominate for the position. Nominations and elections are held in the spring semester each year and coordinated by the out-going members of the executive board. In order to vote, you must have an active account with the Bulldog Connection. You can sign up for a Bulldog Connection account here: <https://orgsync.com/login/Brooklyn-College>.

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## SUPPORTING EQUITY AND TRANSFORMATION

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Our SPCL department is home to the Supporting Equity and Transformation (SEaT) student organization, which serves to advocate for social justice issues in the fields of school psychology, school counseling, and educational leadership.

For more information, email [seatatthetable.bc@gmail.com](mailto:seatatthetable.bc@gmail.com).

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## CERTIFICATION REQUIREMENTS

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The New York State guidelines for certification in School Counseling can be accessed through the New York State Office of Teaching Initiatives website, located here:

<http://www.highered.nysed.gov/tcert/certificate/>.

There are two levels of certification: Initial and Professional. Upon successful completion of the Master's program, conditional upon the notation of graduation on your transcript, you will receive a recommendation for your Initial and Professional Certification. However, it is important to note that Professional Certification is also conditional upon two years of full-time work experience in the field of school counseling. If you have not yet completed two years of full-time work at the time of the recommendation, your application will move forward once proof of employment is submitted to the New York State Office of Teaching Initiatives.

In addition to completing all the courses and fieldwork associated with our School Counseling Program, students must complete certification workshops and pass the School Counselor Content Specialty Test (CST). These additional requirements are discussed further in the next two sections.

For questions on certification, please contact Certification Manager, Helen Spencer at [hspencer@brooklyn.cuny.edu](mailto:hspencer@brooklyn.cuny.edu).

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## CERTIFICATION WORKSHOPS

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In order to obtain New York State certification (and the obtain employment in a New York City public school), all students must submit proof of completing three required workshops:

1. Identification and Reporting of Suspected Child Abuse or Maltreatment (2 hours)
2. School Violence Prevention and Intervention (2 hours)
3. Dignity for All Students Act (DASA): Prevention and Intervention of Harassment, Bullying, and Discrimination (6 hours)

The Child Abuse and Violence Prevention workshops can be taken in-person or online; the DASA workshop was required to be at least partially in person, but modifications to this were made during the COVID-19 pandemic. This may change at the discretion of the New York State Office of Teaching Initiatives.

At Brooklyn College, all workshops are coordinated through the Office of Specialized Programs. Information on our workshop offerings can be found here:

<http://www.brooklyn.cuny.edu/web/academics/schools/education/certification/workshops.php>

Information regarding the online workshops for Child Abuse and Violence Prevention can be obtained at [www.workshopsexpress.com](http://www.workshopsexpress.com). These are typically more expensive than the in-person workshop but offers greater flexibility. Other providers may be found on New York State Office of Teaching Initiatives website.

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## SCHOOL COUNSELOR CONTENT SPECIALTY TEST

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In order to obtain New York State certification, all students must pass the School Counselor Content Specialty Test (CST). This test is currently under development and is anticipated to become operational on February 26, 2024. More information on this test, including the types of questions and content domains covered, can be found on the School Counselor CST Requirement webpage:

<https://www.highered.nysed.gov/tcert/SchoolCounselorContentSpecialtyTest.html>

Preparation materials are provided on the NYSTCE website:

[https://www.nystce.nesinc.com/TestView.aspx?f=HTML\\_FRAG/NY193\\_PrepMaterials.html](https://www.nystce.nesinc.com/TestView.aspx?f=HTML_FRAG/NY193_PrepMaterials.html)

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## FINGERPRINTING

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Students must be fingerprinted and gain clearance to work with students in practicum and internship. For more information, you should visit this website:

<https://www.brooklyn.edu/soe/certification/fingerprints/>

We require students to be fingerprinted and entered into the PETS database before the first day of classes in the Program (first semester).

If there are any changes in your fingerprint clearance status, and you are not cleared to work in New York City Dept. of Education (NYCDOE) schools, you will be notified and then it will be your responsibility to stop working in NYCDOE schools and complete the steps needed before returning to the school site.

## NEW YORK STATE TEACH ACCOUNT

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When you graduate from the Master's program here, you will be eligible for initial certification as a School Counselor in New York State. To keep track of all your certification requirements and documentation, you will need to set up a TEACH account online. Having this account will allow you to have a record with the state of the required workshops you have taken; and it will allow us to enter your certification information upon graduation. This account is **free** to set up and it is mandatory for us to be able to provide you with certification.

To sign up for this account, go to: <http://www.highered.nysed.gov/tcert/teach/selfreg.html>

## RECOMMENDATIONS FOR EMPLOYMENT

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Upon graduation from the program, interested students are recommended to apply for employment with the New York City Department of Education. Information on the application and hiring process can be found here: <http://teachnyc.net/how-to-apply/application-and-hiring-process>. School districts outside of New York City will all have their own hiring procedures, and students should refer to the websites for those districts for additional information on hiring practices.

When conducting a job search, employers will expect that you provide them with references for letters of recommendation from those familiar with your professional work. If you are a graduate in good-standing and you wish to request a letter of recommendation or you would like a faculty member to act as a reference, please contact them directly with your request.

It is important to note that your achievements as a student and your professional behavior during the course of the program will impact your ability to receive a recommendation. Students who are active participants in class; whose assignments reflect deep understanding of the material; and who acted in a professional manner as a student are likely to find many faculty and staff eager to recommend them to their future employers.

## TECHNOLOGY

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### CUNY FIRST

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CUNY First is a web-based system that allows students to manage their academic and financial affairs at CUNY both on campus and from home. Students will use this system to register for classes, view their transcripts, get updated information on their financial aid and billing, and deal with administrative functions. If you have previously been a CUNY student and already have a CUNY First account, you do not need to create a new account for your time in our program; your current account will reflect your new status as a graduate student. If you have never created a CUNY First account, you must log on to <https://home.cunyfirst.cuny.edu/> and click the "First Time Users" link, which will allow you to claim your account. Web-based training is available to all students regarding the functions of CUNY First; this information can be accessed at <http://www.cuny.edu/about/administration/offices/CIS/CUNYfirst/training/students.html>.

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## GOOGLE GROUPS

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All students are required to join the Brooklyn College School Counseling Google group. This group allows you to send a message out to students and faculty members regarding inquiries about class assignments, materials, practicum and internship experiences, and many other issues that will come up during the program. It also allows us to contact you when there is an emergency or when we have a general program announcement.

You will be added to the group by the program with the email you confirmed was best upon orientation. If you need to change your email address with the group, you can visit the site to request membership or email Jennifer Millan, at [jmillan@brooklyn.cuny.edu](mailto:jmillan@brooklyn.cuny.edu).

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## GOOGLE GROUP PARTICIPATION-NETIQUETTE

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We will use a Google List Serve to respond to professors' posts, ask questions, and respond to classmates' questions. Questions posted on the Google Group should reflect thoughtful reading of materials. All postings need to be relevant, clear, well written, focused, and respectful. When posting please use full sentences and no abbreviations.

- a. When communicating online it can be difficult to understand the intent and spirit of a comment. Be aware that others can take your words the wrong way. A casual comment may be mistaken for a sharp criticism: a well-intentioned suggestion as an insulting put-down. So please be careful with the wording of your postings and be thoughtful and tactful. Reread them before you submit them to make sure that they are respectful of everyone else's opinions and responses.
- b. In addition, please remember that Google List Serve is not for private messages and is not an "Instant Messenger" (IM) chat room. Please do not write any curse words and do not use single letters to represent entire words. For example, please write "you" instead of "u."
- c. In addition, please do not use ALL CAPS --which in the online version of shouting.

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## GOOGLE DRIVE

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Important program documents can be found on our Google Drive. We highly recommend bookmarking this link and referring to it frequently. The link to the Google Drive is available in the signature line of every Google Groups message and will be sent to new students upon admission to the program.

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## EMAIL ADDRESSES

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Email is the fastest and easiest way to get in touch with faculty members, staff, and students at Brooklyn College. It is important that you have a professional email address that makes your identity clear to the email recipient. Brooklyn College provides all students with an email address, but many of our students prefer to use free webmail services, like Gmail or Yahoo Mail. Make sure that professors and the SPCL office always has your most up-to-date email address on file. You can check the email address we have for you in the student email list on the Google Drive.

If you do email faculty or staff with a question, allow time for them to respond to you. Sometimes they may be away from their email, working on your inquiry, or on another time-sensitive task.

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## BC WEBCENTRAL PORTAL

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The portal is maintained by Brooklyn College and allows one-stop access to BC web applications and services. You can access WebMail, your degree progress report, class schedules, grades and many other useful tools. BC WebCentral will be continually expanded with the latest services. Set up your BC WebCentral Portal account at <http://portal.brooklyn.cuny.edu>.

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## BLACKBOARD

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All of the courses in our program are taught using Blackboard for announcements and for posting assignments and readings. If you have been a student at CUNY before, you may use the same information and process to log in to the system. If you are a new student to CUNY, in order to use Blackboard you need to register to the CUNY portal and access it from this site ([www.cuny.edu](http://www.cuny.edu)). Click on "Portal login" (midscreen near top), then go to "Register for a New Account" and click on "Student". You will need to enter your information and the site will give you further directions. Once you are logged in to the CUNY portal, you will see the icon for Blackboard in the top left part of the main page.

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## BROOKLYN COLLEGE CAMPUS SERVICES

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### IDENTIFICATION CARDS

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All students are required to carry a Brooklyn College photo identification on campus. This photo identification must be displayed to gain access to the campus, the Student Center, and the ITS Public Computing Labs. The Enrollment Services Center provides a Brooklyn College ID card to facilitate campus access to students, faculty, and staff. The Brooklyn College Digital ID is a convenient and secure alternative to the former plastic college ID card and is accepted at all campus entrances. It can be accessed on your phone from the main menu of the BC Navigator app (Apple or Android). To have your photo uploaded to the digital ID, send an email to [ID@brooklyn.cuny.edu](mailto:ID@brooklyn.cuny.edu) with your name, EMPLID, your affiliation (undergraduate/graduate student, faculty, staff) and a photo (must meet ID card photo requirements indicated below).

ID Card Photo Requirements:

- Photo must be taken from the shoulders up; white/clear background.
- Photo must be in JPEG/JPG format.
- No hats.
- No sunglasses.
- Clothing exceptions can be made for religious reasons.

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### HEALTH PROGRAMS AND IMMUNIZATION REQUIREMENTS OFFICE

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Before you can register for classes or access any services here on campus, you will need to submit proof of immunization to the Health Programs and Immunization Requirements Office. Students can bring either a



signed and sealed copy of their immunization record or have the Student Immunization Form filled out and returned to the office; this form can be found on the Health Programs and Immunization Requirements Office website at:

<http://www.brooklyn.cuny.edu/web/about/offices/studentaffairs/offices/healthprograms.php>. Students who have previously completed coursework at a CUNY College can have their immunization record transferred from their previous CUNY institution by visiting the Health Programs and Immunization Requirements Office in room 0710 of James Hall. The Health Programs and Immunization Requirements Office can also provide students with information about low-cost and free health insurances options for students and organizing many health-related affairs on campus.

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## PARKING AT BROOKLYN COLLEGE

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Metered parking is available along Bedford Avenue, Campus Road and Nostrand Avenue. Students can purchase a parking permit, which allows you to park within Brooklyn College's gated and guarded parking lot (located at Avenue H and Campus Road, behind the West Quad Building). To apply for a parking permit, log on BC WebCentral, click on the "eServices" tab, and chose "BC Parking Permits." You may also purchase a parking permit in person from the Office of Fiscal and Business Services. If you have any questions regarding the purchase of a parking permit, please contact the Office of Fiscal and Business Services at 718-951-3190.

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## SECURITY ESCORT SERVICES

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We are fortunate that the campus has a good safety record, but the rules of all urban areas still apply. Try to avoid walking alone on deserted streets or in parking lots. Do not leave iPods, cell phones, computer devices or other electronics visible when walking outside. Do not leave your belongings unattended.

Since some classes end later in the evening, students may wish to take advantage of campus security's escort service. This service is provided by security personnel to the campus parking lot and nearby public transportation (subway and bus) at request. Requests can be made by calling 718-951-5511 and should be made about 20 to 30 minutes in advance. In addition, security shuttle service operating on Campus Road provides transportation to and from local bus stops, subway stations, and the municipal parking lot from 5:00 pm to 11:30 pm daily.

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## TEXTBOOKS

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Brooklyn College utilizes an online bookstore, which you can access at the following link:

<https://brooklyn.textbookx.com/institutional/index.php>. There are also many other online resources for both new and used textbooks, including Amazon.com and the Amazon Marketplace; Barnes and Noble's website ([www.bn.com](http://www.bn.com)). Several of our courses also utilize free Open Educational Resources (OERs).

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## PUBLIC COMPUTER ACCESS

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Students can access the ITS Public Computing Labs located on the first floor of the West End Building (WEB). The labs house 250 computers, several scanners, and free centrally located black-and-white printing. Low-cost color printing is also available. Graduate students are allowed 600 pages of free

printing per semester. Students can also access computers and printing services in the Library, which is located in the center of the main campus.

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### BC KNOW FOR STUDENTS

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Brooklyn College created [BC Know for Students](#) to provide information about Brooklyn College and CUNY, as well as links to resources such as, technology, student affairs, career services, enrollment services, health and safety, campus life and services, enrollment and registration, the Brooklyn College Library, student email, CUNYFirst, and Blackboard (our learning management system). There is also a link for contacting the IT Helpdesk.

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### BC NAVIGATOR APP

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Brooklyn College has created the BC Navigator App, which serves as a digital ID card and allows students to access information that will be helpful during their studies. For information about the app, please visit: <https://www.brooklyn.cuny.edu/portal/app/>

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### HEALTH CLINIC

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All students are entitled to unlimited, FREE visits to the Brooklyn College Health Clinic, located 114 Roosevelt Hall. This clinic provides both acute and preventative care to students for a wide variety of health issues; they also provide referrals for more serious issues. Students can also obtain many free and low-cost immunizations and prescriptions through the health clinic. More information can be found on their website: <http://www.brooklyn.cuny.edu/pub/departments/hclinic>.

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### PERSONAL COUNSELING

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The Brooklyn College Personal Counseling office, located in room 0203 of James Hall, provides free, confidential individual and group counseling to all Brooklyn College students. They also conduct workshops on topics including time management, stress management, and study skills. If you are interested in finding out more information, you can visit their website at: <http://pc.brooklyn.cuny.edu>.

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### FITNESS CENTER

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Students are entitled to join the Brooklyn College fitness center, located in the West Quad Building. Graduate students can join for \$18.60 per semester; the cost for a summer membership is \$10.00.

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### MAGNER CENTER FOR CAREER DEVELOPMENT

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The Magner Center offers students advice about building their resume and conducts many workshops on career related workshops. If you would like to visit them, they are located in Room 1303 in James Hall.

## **APPENDICES**

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Appendix A: Typical Program Plan for Full-Time Students

Appendix B: Typical Program Plan for Part-Time Students

Appendix C: Typical Program Plan for Full-Time Students with Bilingual Specialization

Appendix D: Typical Program Plan for Part-Time Students with Bilingual Specialization

**TYPICAL PROGRAM FOR DEGREE: FULL-TIME (3 YEARS - 60 CREDITS)**

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<b>Semester</b>	<b>Course Number</b>	<b>Course Title</b>	<b>Credits</b>
Fall 1	SPCL 7803T	Individual Counseling Skills	3
Fall 1	SPCL 7801X	Foundations of Professional School Counseling	3
Fall 1	SPCL 7802T	Counseling Theories	3
Fall 1	SPCL 7809T	Career and Educational Counseling	3
		<b>Total Credits for semester</b>	<b>12</b>
Spring 1	SPCL 7922T	Multicultural Counseling and Consultation in Schools	3
Spring 1	SPCL 7804X	Human Development	3
Spring 1	SPCL 7810T	Educational and Psychological Assessment	3
Spring 1	SPCL 7812T	Working with Families in Schools	3
		<b>Total Credits for semester</b>	<b>12</b>
Fall 2	SPCL 7901X	Developmental Psychopathology	3
Fall 2	SPCL 7806T	Schools and Communities	3
Fall 2	SPCL 7818T	Urban Trauma: Counseling Issues and Strategies	3
Fall 2	SPCL 7800X	Leadership and Group Dynamics: Theory and Practice	3
		<b>Total Credits for semester</b>	<b>12</b>
Spring 2	SPCL 7807T	Practicum	3
Spring 2	SPCL 7820T	College Admission and Post-Secondary Counseling	3
Spring 2	SPCL 7814T	Contemplative Urban School Counseling	3
Spring 2	SPCL 7823T	Psycholinguistics, Bilingualism, and Counseling in Schools	3
		<b>Total Credits for semester</b>	<b>12</b>
Fall 3	SPCL 7808T	Fundamentals of Qualitative and Quantitative Research	3
Fall 3	SPCL 7811T	Internship I	3
		<b>Total Credits for semester</b>	<b>6</b>
Spring 3	SPCL 7813X	Counseling Leadership in Urban Schools	3
Spring 3	SPCL 7815T	Internship II	3
		<b>Total Credits for semester</b>	<b>6</b>
		<b>Total Program Credits</b>	<b>60</b>

**TYPICAL PROGRAM FOR DEGREE: PART-TIME (4 YEARS- 60 CREDITS)**

<b>Semester</b>	<b>Course Number</b>	<b>Course Title</b>	<b>Credits</b>
Fall 1	SPCL 7803T	Individual Counseling Skills	3
Fall 1	SPCL 7801X	Foundations of Professional School Counseling	3
Fall 1	SPCL 7802T	Counseling Theories	3
		<b>Total Credits for semester</b>	<b>9</b>
Spring 1	SPCL 7922T	Multicultural Counseling and Consultation in Schools	3
Spring 1	SPCL 7804X	Human Development	3
Spring 1	SPCL 7812T	Working with Families in Schools	3
		<b>Total Credits for semester</b>	<b>9</b>
Fall 2	SPCL 7809T	Career and Educational Counseling	3
Fall 2	SPCL 7901X	Developmental Psychopathology	3
Fall 2	SPCL 7818T	Urban Trauma: Counseling Issues and Strategies	3
		<b>Total Credits for semester</b>	<b>9</b>
Spring 2	SPCL 7823T	Psycholinguistics, Bilingualism, and Counseling in Schools	3
Spring 2	SPCL 7820T	College Admission and Post-Secondary Counseling	3
Spring 2	SPCL 7810T	Educational and Psychological Assessment	3
		<b>Total Credits for semester</b>	<b>9</b>
Fall 3	SPCL 7806T	Schools and Communities	3
Fall 3	SPCL 7800X	Leadership and Group Dynamics: Theory and Practice	3
		<b>Total Credits for semester</b>	<b>6</b>
Spring 3	SPCL 7807T	Practicum	3
Spring 3	SPCL 7814T	Contemplative Urban School Counseling	3
		<b>Total Credits for semester</b>	<b>6</b>
Fall 4	SPCL 7808T	Fundamentals of Qualitative and Quantitative Research	3
Fall 4	SPCL 7811T	Internship I	3
		<b>Total Credits for semester</b>	<b>6</b>
Spring 4	SPCL 7813X	Counseling Leadership in Urban Schools	3
Spring 4	SPCL 7815T	Internship II	3
		<b>Total Credits for semester</b>	<b>6</b>
		<b>Total Program Credits</b>	<b>60</b>

TYPICAL PROGRAM FOR DEGREE: FULL-TIME W/ BILINGUAL SPECIALIZATION  
(3 YEARS- 66 CREDITS)

Semester	Course Number	Course Title	Credits
Fall 1	SPCL 7803T	Individual Counseling Skills	3
Fall 1	SPCL 7801X	Foundations of Professional School Counseling	3
Fall 1	SPCL 7802T	Counseling Theories	3
Fall 1	SPCL 7809T	Career and Educational Counseling	3
		<b>Total Credits for semester</b>	<b>12</b>
Spring 1	SPCL 7922T	Multicultural Counseling and Consultation in Schools	3
Spring 1	SPCL 7804X	Human Development	3
Spring 1	SPCL 7810T	Educational and Psychological Assessment	3
Spring 1	SPCL 7812T	Working with Families in Schools	3
		<b>Total Credits for semester</b>	<b>12</b>
Fall 2	SPCL 7901X	Developmental Psychopathology	3
Fall 2	SPCL 7806T	Schools and Communities	3
Fall 2	SPCL 7818T	Urban Trauma: Counseling Issues and Strategies	3
Fall 2	SPCL 7800X	Leadership and Group Dynamics: Theory and Practice	3
		<b>Total Credits for semester</b>	<b>12</b>
Spring 2	SPCL 7807T	Practicum	3
Spring 2	SPCL 7820T	College Admission and Post-Secondary Counseling	3
Spring 2	SPCL 7814T	Contemplative Urban School Counseling	3
Spring 2	SPCL 7823T	Psycholinguistics, Bilingualism, and Counseling in Schools	3
		<b>Total Credits for semester</b>	<b>12</b>
Fall 3	SPCL 7808T	Fundamentals of Qualitative and Quantitative Research	3
Fall 3	SPCL 7811T	Internship I	3
Fall 3	CBSE 7350T	Bilingual and Multicultural Education	3
		<b>Total Credits for semester</b>	<b>9</b>
Spring 3	SPCL 7813X	Counseling Leadership in Urban Schools	3
Spring 3	SPCL 7815T	Internship II	3
Spring 3	SPCL 7914X	Psychoeducational Assessment of Linguistically Diverse Students	3
		<b>Total Credits for semester</b>	<b>9</b>
		<b>Total Program Credits</b>	<b>66</b>

TYPICAL PROGRAM FOR DEGREE: PART-TIME W/ BILINGUAL SPECIALIZATION  
(4 YEARS- 66 CREDITS)

Semester	Course Number	Course Title	Credits
Fall 1	SPCL 7803T	Individual Counseling Skills	3
Fall 1	SPCL 7801X	Foundations of Professional School Counseling	3
Fall 1	SPCL 7802T	Counseling Theories	3
		<b>Total Credits for semester</b>	<b>9</b>
Spring 1	SPCL 7922T	Multicultural Counseling and Consultation in Schools	3
Spring 1	SPCL 7804X	Human Development	3
Spring 1	SPCL 7812T	Working with Families in Schools	3
		<b>Total Credits for semester</b>	<b>9</b>
Fall 2	SPCL 7809T	Career and Educational Counseling	3
Fall 2	SPCL 7901X	Developmental Psychopathology	3
Fall 2	SPCL 7818T	Urban Trauma: Counseling Issues and Strategies	3
		<b>Total Credits for semester</b>	<b>9</b>
Spring 2	SPCL 7823T	Psycholinguistics, Bilingualism, and Counseling in Schools	3
Spring 2	SPCL 7820T	College Admission and Post-Secondary Counseling	3
Spring 2	SPCL 7810T	Educational and Psychological Assessment	3
		<b>Total Credits for semester</b>	<b>9</b>
Fall 3	SPCL 7806T	Schools and Communities	3
Fall 3	SPCL 7800X	Leadership and Group Dynamics: Theory and Practice	3
		<b>Total Credits for semester</b>	<b>6</b>
Spring 3	SPCL 7807T	Practicum	3
Spring 3	SPCL 7814T	Contemplative Urban School Counseling	3
		<b>Total Credits for semester</b>	<b>6</b>
Fall 4	SPCL 7808T	Fundamentals of Qualitative and Quantitative Research	3
Fall 4	SPCL 7811T	Internship I	3
Fall 4	CBSE 7350T	Bilingual and Multicultural Education	3
		<b>Total Credits for semester</b>	<b>9</b>
Spring 4	SPCL 7813X	Counseling Leadership in Urban Schools	3
Spring 4	SPCL 7815T	Internship II	3
Spring 4	SPCL 7914X	Psychoeducational Assessment of Linguistically Diverse Students	3
		<b>Total Credits for semester</b>	<b>9</b>
		<b>Total Program Credits</b>	<b>66</b>