

**Brooklyn College**

**Graduate Program  
in  
School Counseling**

# **Student Handbook**

**2008 – 2009 Academic Year**

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# **Introduction to the Brooklyn College Graduate Program in School Counseling**

Welcome to the Graduate Program in School Counseling. The purpose of this handbook is to acquaint students with the philosophy, mission, policies and procedures of the program.

The school counseling program combines solid academic theory with practical experience, and prepares counselors to work with the ethnically and racially diverse populations in New York City's public and private elementary, middle and high schools. It enables prospective counselors to foster the academic achievement and development of *all* students through attention to young people's academic, social, and emotional needs. Working from a holistic approach, the program helps candidates to develop the necessary skills for engaging parents, other educators, students, and community institutions in the process of making schools more responsive and caring communities of learning and growth. The college is committed to the principle that the school counselor's role is not limited to the counselor's office, but extends to promoting the success and well-being of the school community.

The program is located organizationally within the Brooklyn College School of Education (SOE), and the mission and conceptual framework of the SOE inspire and guide our program's mission and objectives.

## **The Mission of the Brooklyn College School Counseling Program**

The Brooklyn College School Counseling Program prepares a carefully selected and qualified, ethnically diverse body of students, men and women, gay and straight, drawn from the most multicultural region of the United States: Brooklyn, New York City, and the New York metropolitan area, to serve as culturally competent, caring, and ethically responsible K-12 school counselors within this urban educational region. Our priorities are to prepare students to advocate for each and every individual to receive the highest quality education and to promote the development of his and her academic competence, and emotional, social, and spiritual well-being. We value school counselors who can accomplish these aims within comprehensive school counseling programs by developing their personal and professional capacities for critical self-reflection, social and emotional learning, compassion, collaboration, evidence-based practice, and creative and self-authorizing leadership. We expect students to demonstrate multicultural competence and skills along with the courage to challenge harmful biases and stereotypes, while promoting social justice and respect for diversity. Our graduates are equipped to encourage and guide children and youth in their aspirations and to collaborate with families, community members, and other educators to prepare them well for postsecondary education, meaningful life work, and citizenship.

## **The Conceptual Framework of the Brooklyn College School of Education**

The SOE conceptual framework consists of the following four concepts:

- 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://depthome.brooklyn.cuny.edu/schooled/conframe.htm>.

## **Goals and Objectives of the Graduate Program in School Counseling**

Successful completion of the Master of Science and the Advanced Certificate in School Counseling prepares students to:

### General Goals for School Counseling Students

- 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

Objectives of the Brooklyn College School Counseling Program. Upon completion of the program students will be able to:

1. apply the knowledge base of counseling and evidence-based practices to develop, implement, and evaluate comprehensive developmental school counseling programs;
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. translate theories of counseling, human development, educational and psychological assessment, career and educational development, family counseling and group dynamics into effective evidenced-based interventions and practices for individuals, groups, and families
4. demonstrate the ability to form effective helping relationships with diverse individuals

- and groups;
5. develop strong relationships between parents/communities and educators that contribute to the academic, social and emotional development of students;
  6. identify and apply leadership group dynamics knowledge and skills into effective classroom counseling interventions;
  7. demonstrate the capability to apply educational planning, career development and decision theory, and knowledge of sources of career information to student development and aspirations;
  8. use formal and informal assessment procedures to identify student and school community needs, focus interventions, and assess counseling intervention and programmatic outcomes and effectiveness;
  9. understand and apply evidence-based research results and culturally competent research skills to guide counseling practice;
  10. demonstrate ethical behavior based on the ethical standards for ACA and ASCA, and understand the legal issues relevant to school counseling;
  11. exhibit the professional leadership and social advocacy skills necessary to serve as an effective change agent, and advance the cause of disenfranchised or underrepresented groups, parents, and students;
  12. foster self-reflective capacities in oneself and others that facilitate personal, emotional, social, and spiritual development and that allow one to consider the meaningfulness of education as a life-long evolutionary process.

### **Requirements for the School Counseling Program**

The program includes two levels of study: the Master of Science in Education requires the completion of 48 credits and provides graduates with New York State provisional certification as school counselors; the Advanced Certificate in School Counseling, requiring 12 credits beyond the master's degree, qualifies recipients for New York State permanent certification. In addition to schools, various public and private agencies outside of the educational field are interested in obtaining the services of professional counselors.

Students with a bilingual proficiency can complete a Specialization in Bilingual School Counseling, leading to a certificate with a bilingual extension. The Specialization in Bilingual School Counseling requires an additional 12 credits along with the 48 credits in the master's sequence. Bilingual students must pass the Bilingual Education Assessments (BEAs) administered by the New York State Education Department.

### **Course Work**

All students pursue, on a full-time or part-time basis, a common set of courses of three credits each. Students who wish to take the bilingual specialization take 12 credits of additional course work for New York State certification.

The program is based on a cohort model, in which students who enter the program together take all of 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.

The course of instruction for the Master of Science in Education involves the successful completion of 48 credits of study on the graduate level, including a practicum of 100 hours and an internship of 600 hours, and passing a comprehensive examination. The required program of study for the Master of Science in Education degree program in school counseling includes the following courses for full time students:

**Full-Time Course Schedule for Masters' Degree  
(48 credits)**

**Level 1**

Ed. 735.3X Foundations of Professional School Counseling 3

Ed.724.10X Leadership and Group Dynamics: Theories and Practice 3

Ed. 724.06T Individual Counseling Skills 3

Ed. 724.09T Counseling Theories 3

**Level 2**

Ed. 701.01X Human Development 3

Ed. 715.1T Multicultural Counseling and Consultation in Schools 3

Ed.724.08T Schools and Communities 3

Ed. 724.07T Group Practicum 3

**Level 3**

Ed. 701.02T Fundamentals of Qualitative and Quantitative Research 3

Ed. 734.1T Career and Educational Counseling 3

Ed. 729.11T Educational and Psychological Assessment 3

Ed. 701.03T Internship I 3

**Level 4**

Ed. 736.1T Counselor Leadership in Urban Schools 3

Ed. 756.11T Working with Families in Schools 3

Ed. 756.12T Contemplative Urban School Counseling 3

Ed. 701.04T Internship II 3

## **Part-Time Course Schedule for Masters' Degree**

### **Semester I**

Ed. 735.3X Foundations of Professional School Counseling 3

Ed.724.10X Leadership and Group Dynamics: Theories and Practice 3

### **Semester II**

Ed. 724.06T Individual Counseling Skills 3

Ed. 724.09T Counseling Theories 3

### **Semester III**

Ed. 701.01X Human Development 3

Ed. 715.1T Multicultural Counseling and Consultation in Schools 3

### **Semester IV**

Ed.724.08T Schools and Communities 3

Ed. 724.07T Group Practicum 3

### **Semester V**

Ed. 729.11T Educational and Psychological Assessment 3

Ed. 701.02T Fundamentals of Qualitative and Quantitative Research 3

### **Semester VI**

Ed. 734.1T Career and Educational Counseling 3

Ed. 756.11T Working with Families in Schools 3

### **Semester VII**

Ed. 701.03T Internship I 3

Ed. 736.1T Counselor Leadership in Urban Schools 3

### **Semester VIII**

Ed. 756.12T Contemplative Urban School Counseling 3

Ed. 701.04T Internship II 3

**You must successfully pass the comprehensive examination before obtaining the Masters Degree and are eligible for provisional certification.**

**For Specialization in Bilingual School Counseling (sequence determined in consultation with coordinator of bilingual specialization)**

Ed. 715.1T Multicultural Counseling and Consultation in Schools 3 (part of masters program)

Ed. 757.48T Bilingual and Multicultural Education 3

Ed. 757.49T Seminar in Bilingual School Counseling 3

Ed. 791.11T Advanced Internship I 3 (part of Advanced Certificate program)

Ed. 726.1X Children and Youth with Special Needs

**or**

Ed. 726.2T Teaching in Least Restrictive Environments 3

**Advanced Certificate in School Counseling**

Beyond the 48 credit master's level School Counseling program, the Advanced Certificate offers coursework and internship experience (100 hours) in counseling, knowledge and skills important to the school counselor. It provides the additional 12 credits for permanent certification required for the school counselor in New York City schools (60 credits). A master's in school counseling is a minimal requirement for acceptance into the program.

**Full-Time Course Schedule for Advanced Certificate (12 credits)**

**Semester I**

Ed. 791.10T Counseling in Community Settings 3

Ed. 791.11T Advanced Internship I 3 100 hours of internship (40 direct contact hours, 60 indirect hours)

**Semester II**

Ed. 791.12T Urban Trauma: Counseling Issues and Strategies 3

Ed. 791.13T Advanced Internship II 3 100 hours of internship (40 direct contact hours, 60 indirect hours)

**Fieldwork**

**For Practicum:**

- One hundred hours of fieldwork, in one semester: Forty hours of direct counseling/consultation services, 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.
- Takes place in the second semester for full-time students, and in the fourth semester for part-time students.

### **For Internship:**

- Six hundred hours of fieldwork: three hundred in each of two semesters.
- Takes place during the second year for full-time students and during the fourth year for part-time students.
- One-hundred twenty 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.
- During the semester that a student is enrolled in an internship course, s/he must be able to arrange for a minimum of eight hours per week for fifteen weeks in direct service at a school.
- The remaining 180 hours is indirect service that may or may not take place in a school. Indirect service can include, for example, attending meetings, workshops, and doing observations at community mental health centers and social service agencies that work with schools.
- The student locates his or her own site, 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.

### **Accreditation**

In 2003, the New York State Department of Education (NYSED) approved the new curriculum of the Brooklyn College School Counseling Program. Faculty plan to apply for CACREP accreditation. The program is registered with the New York State Department of Education and is accredited by the Middle States Association of Colleges and Schools. The School of Education is accredited by NCATE, the National Council for Accreditation of Teacher Education.

### **Program Faculty**

The school counseling program currently has four faculty with full-time appointments at Brooklyn College, and 17 part-time adjunct faculty. The full-time faculty are:

Grace Elizalde-Utnick, assistant professor; Ph.D., City University of New York. Dr. Elizalde-Utnick is Coordinator of the Bilingual Specialization in School Counseling and School Psychology. Her expertise is in culturally and linguistically diverse infants, toddlers, and preschools with special needs and their families. Scholarly interest and research include home-school collaboration, language proficiency assessment, selective

mutism and English language learners, and the relationship between the individualism-collectivism continuum and personal identity formation. Dr. Elizalde-Utnick's appointment is half-time with School Counseling and half-time with School Psychology.

David Forbes, associate professor and program coordinator; Ph.D., University of California @ Berkeley. Dr. Forbes is interested in contemplative, integral approaches to urban education, urban school counseling, and adolescent development, including male gender identity development. He has written *Boyz 2 Buddhas: Counseling Urban High School Male Athletes in the Zone* (New York: Peter Lang Publishers, 2004). Dr. Forbes's appointment is full-time in School Counseling.

Delida Sanchez, assistant professor, Ph.D. Columbia University. Dr. Sanchez's areas of expertise are in racial and cultural identity development including the intersection with class, gender, sexual orientation and religion among populations of color; Cross-cultural psychology; Health Disparities. Dr. Sanchez's appointment is full-time in School Counseling.

Maria Schárron-Del Río, assistant professor, Ph.D. University of Puerto Rico, Rio Piedras. Her research focuses on ethnic and cultural minority psychology and education, including multicultural competencies, mental health disparities, spirituality, resiliency, and well-being. Dr. Schárron-Del Río's appointment is full time in School Counseling.

### **Program Staff**

Prof. Lynda Sarnoff, co-Program Coordinator. Professor Sarnoff is an experienced educator and administrator who has worked extensively in the New York City school system and the School of Education at Brooklyn College.

Ms. Carrie Roberts is the Program Administrator. Ms. Roberts manages administrative processes in the program, such as admissions, registration, and applications for certification, and communicates important information about the program to students and faculty. She may be reached at 718-951-5938, and [croberts@brooklyn.cuny.edu](mailto:croberts@brooklyn.cuny.edu).

Ms. Virginia Davis is the Program Secretary. Ms. Davis is the receptionist for the program, and facilitates communication of important information between faculty and students, as well as assisting Ms. Roberts and faculty in administrative tasks. She may be reached at 718-951-5938.

### **Orientation**

Orientation sessions for students new to the school counseling program are held in late August or early September. 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.

### **Communication Between Faculty, Staff and Students**

Much of the communication between the student and the College, School of Education, and school counseling program are conducted via US mail. ADD ABOUT GLOBAL SYSTEM. Current information is posted on the door of the office at 2401 James. Much of the information needed by students new to the program is also available on College, departmental and program web sites (<http://brooklyn.cuny.edu>; <http://depthome.brooklyn.cuny.edu/schooled/>; and <http://depthome.brooklyn.cuny.edu/schooled/ed-guide.htm>.) Faculty ordinarily prefer e-mail or phone communications. Full-time faculty may be reached at the following phone numbers and email addresses:

Grace Elizalde-Utnick, 718-951-5876, [gutnick@brooklyn.cuny.edu](mailto:gutnick@brooklyn.cuny.edu)

David Forbes, 718-951-5938, [dforbes@brooklyn.cuny.edu](mailto:dforbes@brooklyn.cuny.edu)

Delida Sanchez, 718-951-5938, [dsanchez@brooklyn.cuny.edu](mailto:dsanchez@brooklyn.cuny.edu)

Maria Scharron, 718-951-5938, [Scharron@brooklyn.cuny.edu](mailto:Scharron@brooklyn.cuny.edu)

Students are advised to consult individually with both full- and part-time instructors regarding their preferred methods of contact and save this contact information while enrolled in the program.

Students enrolled in an academic program are given an email account at the college. Students can access e-mail accounts either through on-campus computers or home computers with internet access by going to the main Brooklyn College web site, [www.brooklyn.cuny.edu](http://www.brooklyn.cuny.edu) and logging on through portal at

### **Commitment to Recruitment of a Diverse Student Body**

The school counseling program has one of the most diverse student groups of any graduate or undergraduate program in the School of Education. Program faculty strive to attract and retain students of diverse backgrounds and value the richness of experience such diversity brings to all students and faculty in the school counseling program and College.

### **Mindfulness as a Counseling Method and Goal**

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—paying attention ones thoughts, feelings, sensations, and behavior in a particular way, moment to moment, is an essential component of the

program. An introduction to mindfulness practice occurs in EDUC 735.3X, Foundations of Professional School Counseling and is part of the course, EDUC 756.12T, Contemplative Urban School Counseling. We encourage you to speak with your professors, staff members, and classmates in a mindful way, for example, be aware of taking someone's opinion or attitude personally, when they may not be personal issues. Notice when you tend to pre-judge something and practice keeping an open mind.

## **Academic Policies**

### **Academic Integrity**

The following is from the Brooklyn College Division of Graduate Studies Bulletin, 2008-2009, p. 33:

Academic dishonesty is prohibited and is punishable by penalties, including failing grades, suspension, and expulsion. *Cheating* is the unauthorized use or attempted use of material, information, notes, study aids, or devices or communication during an academic exercise. *Plagiarism* is the act of presenting another person's ideas, research, or writing as one's own. *Internet plagiarism* includes submitting downloaded papers or part of term papers, paraphrasing or copying information from the Internet without citing the source, and cutting and pasting from various sources without proper attribution. The full text of the CUNY Academic Integrity Policy may be found on the CUNY website, [www.cuny.edu](http://www.cuny.edu); click on the tab "Current Students," then "Academic Integrity" in the section "Policies." Brooklyn College's procedures for implementing the CUNY policy and other explanatory material may be found on the WebCentral portal, <https://portal.brooklyn.edu>; click on the tab "Campus Info," then "Rights and Regulations," then "Brooklyn College Policies."

Faculty members are encouraged to discuss with students the application of these standards to work in each course. Academic dishonesty is punishable by failure of the "test, examination, term paper, or other assignment on which cheating occurred" (Faculty Council, May 18, 1954). In addition, disciplinary proceedings in cases of academic dishonesty may result in penalties of admonition, warning, censure, disciplinary probation, restitution, suspension, expulsion, complaint to civil authorities, or ejection. (Adopted by Policy Council, May 8, 1991.)

### **Grading System and Policies**

Students receive a final letter grade in every course. The grading system used is as follows: A+, A, A-, B+, B, B-, C+, C, F. A full description of the grading policy for Brooklyn College, including other letter grades such as INC, or "incomplete", can be found on page 20 of the Graduate Bulletin. Students must have a 3.0 (B) average to maintain good standing in the program.

## **Program Writing Standards**

When writing papers for their courses, students should follow *APA Publication Manual - Fifth edition* guidelines for references and citations. The manual is available for purchase at the Brooklyn College Bookstore, in the Brooklyn College Library, and at local New York City Public Libraries in the reference sections.

The form as well as the content of students' written work will be a part of their evaluation. Correct grammar, punctuation, spelling, and organization and clarity of thought will be assessed. Please contact the Brooklyn College Learning Center, 718-951-5821, located in 1300 Boylan, for assistance with writing.

## **Academic Standing, Probation and Dismissal**

From the Graduate Bulletin, page 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 nonmatriculated and matriculated—with a GPA below 3.00.

Academic probation is viewed as a temporary, non-punitive status, the purpose of which is to alert the student that his or her academic standing is in jeopardy. When a student is placed on academic probation, a “STOP” action is taken by the Office of the Dean of Research and Graduate Studies. The probation STOP code bars the student from registration until academic counseling takes place. Once academic counseling has occurred, the Office of the Registrar will be notified by the Dean’s Office to lift the probation STOP for purposes of registration. The STOP will remain in place until the GPA in courses creditable to the degree of advanced certificate is increased to 3.00 or above. When the student is no longer on academic probation, the STOP will be removed and the student will be removed from probation.”

## **Evaluations of Students While in the Program**

Faculty evaluation of students is guided by the following “Program Statement of Expectations for Students”, which is included in every course syllabus:

### **Program Statement of Expectations for Students**

The Graduate Program in Guidance and 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 qualities. 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 standards or if a student’s interpersonal or emotional status interferes with education/training related requirements for self or others. For example, in order to ensure proper training and client care, a counselor-in-training must abide by relevant ethical codes and demonstrate professional knowledge, technical and interpersonal skills, professional attitudes, and professional character. These factors are evaluated based on one’s academic performance and one’s ability to convey warmth, genuineness, respect, and empathy in interactions with K-12 students and their families, classmates, staff and faculty. Students

also should be able to demonstrate the ability to accept and integrate feedback, be aware of their impact on others, accept personal responsibility, and be able to express feelings appropriately.

The *Professional Assessment Form (PAF) for School Counseling Students* provides an opportunity for program faculty to raise a concern about nonacademic student professional and personal development in order that the noted deficiency can be addressed in a developmental manner (i.e., advisement, consultation, and counseling). 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 ethical code to insure the quality of professionals entering the field remains high and must act to prevent unqualified students from gaining entrance to the field.

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" or "1" 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. If a student receives one or more "1's" or "2's" on the final PAF, the final course grade will not be affected. However, students receiving a "0" or "1" on the final PAF must meet with the professor and the Program Head before the beginning of the next semester to agree upon a plan of action to address the area of deficiency.

**Brooklyn College School Counseling Program  
Professional Assessment Form \***

Student \_\_\_\_\_ Semester/Year \_\_\_\_\_ Date \_\_\_\_\_  
Faculty \_\_\_\_\_ Course Number \_\_\_\_\_

**Rating Scale**

N=No opportunity to observe  
0=Does not meet criteria at program level  
1=Meets criteria minimally at program level  
2=Meets criteria consistently at program level

**Program Expectations**

1. The student conducts self in an ethical manner. N 0 1 2
2. The student relates to peers, professors, and others in a manner consistent with ASCA professional standards (see Ethical Standards on website). N 0 1 2
3. The student is responsible with respect to punctuality, attendance, follow-through on assignments, and accountability to peers and staff. N 0 1 2

**Maturity**

1. The student demonstrates appropriate self-control (such as anger control, impulse control) and interactions in interpersonal relationships with faculty, peers, and clients. N 0 1 2
2. The student demonstrates honesty, fairness, and respect for others. N 0 1 2
3. The student demonstrates awareness of her/his own belief systems, values, needs, and limitations and the effect of these on her/his work and interactions with others. N 0 1 2
4. The student demonstrates the ability to receive, integrate and use feedback appropriately from peers, teachers, and supervisors. N 0 1 2
5. The student exhibits appropriate levels of self-assurance, confidence, and trust in own ability (neither extreme lack or grandiosity). N 0 1 2
6. The student follows professionally recognized conflict resolution processes, seeking to informally address the issue first with the individual(s) with whom the conflict exists in a respectful manner. N 0 1 2

**Integrity**

1. The student refrains from making statements which are false, misleading, or deceptive. N 0 1 2
2. The student respects the fundamental rights, dignity and worth of others. N 0 1 2
3. The student respects the rights of individuals to privacy, confidentiality, and choices regarding self-determination and autonomy. N 0 1 2
4. The student respects cultural, individual, and role differences, including those due to age, gender, race, ethnicity, national origin, religion, sexual orientation, disability, language, and socioeconomic status. N 0 1 2

**See other side**

## **Professional Assessment Form, page 2**

For each "0" or "1" please add explanations and descriptions of relevant behaviors, interactions, and dates below.

Category/#:

\* Form is adapted from the Professional Performance Fitness Evaluation, C.A. Lumadue & T.H. Duffey ( 1999, December), The role of graduate programs as gatekeepers: A model for evaluating student counselor competence, Counselor Education and Supervision, 39, 101-109. Available at <http://cepahc.utsa.edu/FTP/FitnessEval.pdf>.

**Retention: School counseling program candidate assessment procedures.**

Once admitted into the program, students must demonstrate satisfactory progress. Therefore, an ongoing evaluation for the purpose of making retention decisions is made of all admitted students in the areas of academic achievement, professional and personal development.

Although evaluation will take place during every class, formal evaluation procedures are applied at the end of each semester, and prior to internship, as outlined in the table below. A student’s failure to meet minimum academic standards or professional and personal standards will be reflected in his or her GPA. The Graduate Dean’s office will notify a student in writing if he or she is on academic probation due to a GPA below a 3.0, and instruct the student to meet with the Program Head to develop a remediation plan to address the academic, professional or personal issues of concern.

Should a student be denied retention in the program, the student may appeal the decision through a petition to the Committee on Graduate Admissions and Standards.

<b>Element</b>	<b>Evaluator</b>	<b>Assessment</b>	<b>Schedule</b>
Admission Criteria	Director of Graduate Admissions, Program Coordinator, and program faculty	Admission Criteria: Graduate & Undergraduate GPA, personal essay, two Professional Reference forms attesting to specific quality indicators; group interview	Admission deadlines two times annually (fall and spring)
Interim Assessments	Course instructors, Program Head	Course grades and PAFs (Professional Assessment Form for School Counseling Students)	End of course grades assigned by instructors, GPA check at the end of each semester by Program Head, PAF completed by instructor at the end of each semester
Advancement to Internship	Brooklyn College practicum supervisor, course instructors; Program Head	Minimum GPA of 3.00; grade of B or higher in practicum, no area of concern listed on Brooklyn College practicum supervisor or course instructor PAF rating. Satisfactory completion of Practicum Outcome checklist	Decided prior to start of internship. Program Head has the responsibility for final determination to begin internship by signature on course approval. PAF and practicum outcome checklist completed at end of practicum by Brooklyn College practicum supervisor for all candidates.

**Appeal of a Grade\***

A student’s transcript stands unless there is legitimate reason to change it. A change is made if an error is found to have been made in entering a grade or if the instructor agreed in advance to late completion of work and the student received a grade of INC. Once a grade has been assigned and recorded, the instructor may not raise the grade

by accepting additional work except when the grade of ABS or INC had been assigned originally.

A student who thinks a final grade is incorrect should consult the instructor immediately after learning the grade. If the instructor does not recommend a change of grade, a student may contact the School Counseling Program Head, who will meet with the student and the instructor, separately or together, to determine whether an acceptable resolution can be reached. If the outcome of this meeting is not agreeable to the student, he or she may request a review by the School of Education Grade Appeal Committee or the graduate deputy chairperson, who will convene a review committee. If the committee and the instructor do not come to an agreement on a grade change, the student may make a final appeal to the Faculty Council Committee on Graduate Admissions and Standards within thirty days of notification by filing a petition in the Office of the Dean of Research and Graduate Studies.

Grade appeals to the Faculty Council Committee on Graduate Admissions and Standards must be initiated no later than two years from the end of the term in which the course was taken. Appeals older than two years will not be considered unless there are legitimate and cogent reasons for the students' not taking action sooner.

\*Adapted from the Brooklyn College Graduate Bulletin, 2004-2007, pp. 21-22.

### **Financial Aid Information**

Students seeking information about financial aid may refer to "Financing Your Education" on pages 16-18 in the Graduate Bulletin. Also, student should contact the Office of Financial Aid, at 718-951-5051, for further information.

### **General Information**

#### **Written Endorsement**

Program faculty are pleased to write letters of recommendation for qualified students seeking employment. Upon completion of the school counseling program, students are certification-eligible in New York State. The program administrator, Ms. Carrie Roberts will notify students regarding the documents they need to complete to apply for their certification, and will assist them with the application process. Obtaining certification from states other than New York is a more complicated issue as most states have requirements peculiar to their locales and teacher certification requirements. Students are advised to check the procedures of the department of education in the state of interest so that idiosyncratic requirements can be worked into a program of study.

## **Honors and Awards**

In the Spring of each year, the faculty of the Graduate Program in School Counseling at Brooklyn College bestows the **Alice Crow Award** on two students who have both excelled academically and shown a strong commitment to working with the broader community to enhance the development of students in public schools. Lester and Alice Crow, who donated the funds that accompany the awards, authored many publications in the fields of education and guidance. Lester Crow was a professor in the School of Education, and director of the Graduate Program in Guidance and Counseling for many years. Because the program only has two such awards to give, and there are several students who have these qualities, the faculty must choose a student who is an excellent representative of her or his peers.

Also, each Spring, Brooklyn College and the School of Education award **General Honors** to students who the School Counseling faculty identify as excelling not only academically, but who also have shown the qualities and capacities that our faculty and alumni have identified as most important in excellent school counselors. These qualities and capacities, taken from our mission statement, are: commitment to advocacy for a high quality education for all students in a school, and to nurturing the holistic development of every student, his or her academic competence, and emotional, social and spiritual well-being. Also, critical self-reflection, collaborative leadership, empathy, imagination, cultural competence, the courage and skills to challenge harmful biases and stereotypes, and commitment to partnership with families, other educators and communities to prepare students well for postsecondary education, meaningful life work, and citizenship.

## **Student Professional Liability Insurance**

Practicum students and interns are required to purchase professional liability insurance. Many students purchase low cost professional liability insurance from national and state professional entities. Listed below are commonly used sources:

- The American Counseling Association Insurance Trust (ACAIT), 5999 Stevenson Avenue, Alexandria, VA 22304-3300, [www.counseling.org](http://www.counseling.org) or 1-800-347-6647
- The American School Counselor Association (ASCA), 801 N. Fairfax Street, Suite 310, Alexandria, VA 22314, [www.schoolcounselor.org](http://www.schoolcounselor.org) or 1-800-306-4722.

## **Personal Counseling**

Brooklyn College offers free and confidential counseling services to students. Services include individual and group counseling, short-term therapy, crisis intervention, referrals to off-campus services, and a range of life skills workshops for text anxiety, stress management, and assertiveness training. For more information, call 718-951-5363, or visit the web site at <http://pc.brooklyn.cuny.edu>.

## **Students with Special Needs**

The Graduate Program in Guidance and Counseling is committed to creating an institutional climate in which students with disabilities can thrive. If you have any type of disability for which you require special accommodations to promote your learning in this class, please contact your instructor as soon as possible to discuss your needs. The Center for Student Disability Services is the organization on campus that can help you with special accommodations (e.g., extended exam time). You may wish to contact this office at 718-951-5538, 138 Roosevelt Hall, to verify your eligibility and the options for accommodation related to your disability.

### **Joining Professional Organizations**

School counseling program students are strongly encouraged to join professional associations. Joining professional organizations helps orient students to the practice and politics of professional counseling and is a great way to develop contacts with area supervisors of guidance, counselor educators and counselors in the field. The following organizations welcome students at substantially discounted dues, and encourage participation in all activities:

- American Counseling Association (ACA), 5999 Stevenson Avenue, Alexandria, VA 22304, [www.counseling.org](http://www.counseling.org) or 1-800-347-6647.
- The American School Counselor Association (ASCA), 801 N. Fairfax Street, Suite 310, Alexandria, VA 22314, [www.schoolcounselor.org](http://www.schoolcounselor.org) or 1-800-306-4722.