

SCHOOL COUNSELING

Master of Science in Education in School Counseling

Program is Fully Accredited by the Master in Psychology and
Counseling Accreditation Council (MPCAC)

STUDENT HANDBOOK

2024-2025

DIVISION OF PSYCHOLOGICAL AND EDUCATIONAL SERVICES
GRADUATE SCHOOL OF EDUCATION
FORDHAM UNIVERSITY –Lincoln Center Campus
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Table of Contents

<i>Introduction to the School Counseling Program</i>	4
Mission and Philosophy.....	4
Objectives.....	5
<i>MPCAC Accreditation</i>	6
<i>Division of Psychological and Educational Services (PES)</i>	8
Admission and Retention Requirements.....	8
<i>Faculty</i>	8
Full-Time Counseling Psychology Faculty.....	9
Keitel, Merle A.....	9
Ponterotto, Joseph G.....	9
Chen, Eric C.....	10
Blumberg, Fran.....	10
Park-Taylor, Jennie.....	11
Yamazaki, Yuki.....	12
Ferrer, Caitlin Rose.....	13
Roberson-Miranda, Katheryn.....	13
Director of Field-Based Experience and Accountability.....	14
Elizabeth Casey.....	14
Career Counselor and Graduate School Specialist.....	14
<i>Your School Counseling Program Toolkit</i>	15
School Counseling Blackboard Page.....	15
PES Central.....	15
TEACH Account.....	15
Pointers to Facilitate Progress Toward Program Completion.....	16
<i>Curriculum</i>	17
Core Curriculum.....	17
Bilingual Extension Option (15 Credits).....	18
<i>Fieldwork in School Counseling</i>	19
Liability Insurance.....	19
Balancing Life Responsibilities.....	19
Fingerprinting.....	20
<i>Social Justice Practicum</i>	21
Description.....	21
Supervision.....	21
<i>School Counseling Internship</i>	22
Description.....	22
Selecting Your Site.....	22
Site Supervisor Qualifications.....	23
Securing Your Sites.....	23
Recommended Timeline.....	24
<i>Comprehensive Examinations</i>	25

<i>School Counselor Certification</i>	26
<i>New York State Teacher Certification Exam - School Counselor</i>	26
<i>The Fordham Scene</i>	27
GSE for Diversity, Equity, and Inclusion (DEI).....	27
Graduate Assistantships.....	27
School Counseling Association at Fordham (SCAF).....	27
Student Housing.....	28
Mental Health Support for Students.....	28
International Student Resources.....	28
Accommodations for Students with Disabilities.....	28
Academic Resources.....	28
Academic Writing Center.....	28
Libraries.....	29
Student Technology Services.....	30
Important Contacts - Graduate School of Education.....	31
<i>Description of Appendices</i>	32

Appendices

A	Memorandums of Agreement Social Justice Practicum K-8 Internship 9-12 Internship	34
B	School Counseling Field Experience Evaluation Form	40
C	New Site Information Form	42
D	Information on Field Sites: Student Evaluations/Feedback	44
E	University Grievance Procedures	45
F	Student Performance Review and Remediation Policy	47
G	Fordham University Sexual And Related Misconduct Policy	49
H	Course Sequencing	50
I	Typical Course Offerings	53
J	Comprehensive Examination: Frequently Asked Questions	54
K	School Counseling Social Justice Practicum Information Sheet	57
L	School Counseling Internship Information Sheet	58
M	School Counseling Resources	59

Introduction to the School Counseling Program

Mission and Philosophy

The Master of Science in Education (MSEd) in School Counseling (SC) degree is designed to rigorously prepare graduates for work in a variety of school settings, including public, parochial and private elementary, middle, and high schools. The program emphasizes knowledge basic to all school counseling settings, including competence in individual, group, and career counseling, program development and evaluation and, assessment. Sensitivity to gender, cultural differences and similarities, and social justice is fostered, and ethical decision-making skills are developed.

The philosophy of the MSEd program in School Counseling at Fordham University is consistent with many of the historical traditions in counseling, including an appreciation of the uniqueness of the individual, a belief in the unbounded potential of each human being, and a respect for the integrity of all persons. The philosophy of training is growth-based in that it focuses on students' strengths and potentials with respect to their personal and professional development. Furthermore, while students receive training from diverse theoretical and clinical perspectives, they are encouraged to take a growth-based approach to school counseling, emphasizing the development of the student as a unique human being within a socio-cultural context.

More specifically, the SC program closely operates on a reflective-practitioner model in preparing graduates who will manifest the highest standards of excellence in all school settings. Throughout the program, we emphasize an integration of theory and professional practice through attention to didactic and experiential learning, synthesizing skill acquisition with an in-depth understanding of oneself, and clarifying personal and professional identities. This reflective stance implies the following assumptions:

- (a) learning and development are synonymous with self-direction, which is superior to either of the extremes of trial-and-error or exclusive reliance on authority as methods for governing one's development and learning;
- (b) learning is an ongoing process and, as a result, the student has the responsibility to keep cognizant of issues and trends within the profession;
- (c) learning occurs in a context that requires a consideration of individual differences and systemic factors;
- (d) learning is enhanced when considered within the context of multicultural perspectives; and
- (e) professional development is often inseparable from personal growth.

The mission of the program is thus to provide students with ample opportunities in a supportive and stimulating environment where they can solidify their strengths, take risks, be exposed to culturally diverse perspectives, and develop new competencies in various roles associated with school counseling. Consequently, we provide extensive coursework as well as a wide range of learning opportunities in many areas relevant to the counseling profession. The program, however, is also sensitive and responsive to the experiences of entering students and their diverse professional goals, allowing students flexibility in tailoring the program to meet their unique training needs.

Upon admission into the program, each student meets with their advisor to decide on an appropriate course load that best fits their personal needs. The student and their advisor will discuss course sequencing, timeline of practicum and internship, and other logistical needs.

Fordham also provides a student counseling center where students have the option of receiving free confidential counseling for personal concerns. Additionally, all students have free access to the Office of Career Planning.

Objectives

The objectives that follow from the reflective-practitioner model are presented below:

Objective 1: To prepare professional school counselors that are knowledgeable and competent in the areas of individual counseling, human development, career counseling, assessment, group counseling, multicultural counseling, program development and evaluation, research methods, developmental disorders, and ethics.

Objective 2: To develop ethical decision-makers in the role of professional school counselor.

- a) Students utilize supervision and training experiences to develop clinical skills and maintain ethical standards.

Objective 3: To develop school counseling professionals, who are sensitive to and competent in treating diverse populations.

- a) Students acknowledge and behave with a consideration for their students', colleagues', and others' identities—treating all people with respect and dignity.
- b) Students incorporate self-reflection and awareness into their professional identity.
- c) Students approach their practice and coursework with consideration of social justice issues, differing worldviews, and varied cultural perspectives.

Objective 4: To develop professional identities as school counselors with an ongoing commitment to evidence-based practice.

- a) Students remain abreast of scientific knowledge and emerging literature in professional journals and publications.
- b) Students are knowledgeable about the ASCA National Model for School Counselors.

MPCAC Accreditation

The School Counseling Master's Program is accredited by the Master's in Psychology and Counseling Accreditation Council (MPCAC) for the period of 2015 through 2025. The MPCAC's mission is to accredit academic programs in psychology and counseling, which provide training in the scientific practice of psychology and counseling at the master's levels. MPCAC stresses a commitment to science-based training and culturally responsive services.

MPCAC objectives are detailed below:

- To promote master's level preparation in the practice of scientifically-based, culturally responsive counseling and psychological services that promote the public interest of all people.
- To promote the integration of science and practice as a goal for practitioners working in the areas of counseling and psychological services.
- To encourage academic programs to conduct continuing review, evaluation, and improvement of their education and training, utilizing measurable outcome criteria.
- To encourage flexibility through experimentation and innovation in the design and implementation of training programs.
- To cooperate with other agencies and organizations in promoting education and training in the practice of master's level counseling and psychological services.
- To provide accreditation for training programs in counseling and psychological services which can be viewed by professional and regulatory bodies, as well as the public, as an indicator of quality preparation.

The MPCAC standards for accreditation are guidelines for the preparation of master's level scientist-practitioners in the counseling profession. The department faculty is required to undergo a self-study, consisting of an evaluation of the program against each standard as outlined by the MPCAC, in preparation for a site visit to receive accreditation. MPCAC accreditation facilitates the connection of faculty across disciplines, emphasizes cultural competency, endorses strength- based helping strategies, and supports social justice training. This accreditation is a testament to the quality of training within the program.

The MPCAC standards for accreditation (2024) are as follows:

1. The program is identifiable as educating counseling and psychological service practitioners, using evidence-based counseling and psychological principles and theories as they apply to specific populations and settings. This is defined primarily through the coursework, field work, and disciplinary affiliations of those who teach in and administer the program.
2. The program is the equivalent of at least two academic years of full-time study and 60 credits (or the equivalent quarter credits), which includes the supervised field placement as described in #3 below.
3. The program includes significant supervised field placement, a minimum of 600 hours across at least two semesters with 240 direct client contact hours.
4. The coursework in the program emphasizes the science-based education and training model, which includes the use of current scholarly and research literature to inform practice. The aim is to produce graduates who are scientifically-minded and who remain current in their fields, translating current scholarship and multicultural/diversity knowledge and awareness into practice. The program reflects a commitment to recognizing varying degrees of applicability of such knowledge and skills to specific populations and settings.
5. The program curriculum provides adequate coverage of each of the standards described below:

- a. Ethical and professional standards
- b. Evidence-based theories and practice of counseling and psychotherapy
- c. Multiculturalism and diversity
- d. Theories of psychopathology and relevant classification systems
- e. Methods of evaluation of individuals
- f. Research methods
- g. Career development and/or the role of work in peoples' lives
- h. Biological basis of behavior
- i. Developmental basis of behavior
- j. Systems basis of behavior

<http://www.mpcacaccreditation.org/>

Division of Psychological and Educational Services (PES)

The SC Program is housed in the Division of Psychological and Educational Services (PES) within the Graduate School of Education. PES offers a variety of programs in four major areas: mental health counseling, school counseling (MSEd), counseling psychology (PhD), educational psychology (MSEd and PhD), and school psychology (Adv Certificates and PhD). The counseling and school psychology doctoral programs are fully APA accredited.

Admission and Retention Requirements

- 1) To be admitted to the MSEd program in school counseling, an individual must have a bachelor's degree, an average GPA of 3.0, and evidence of professional promise (personal, interpersonal, and intellectual characteristics appropriate to the profession and the ability to communicate effectively). Applications to the program require all undergraduate transcripts, two letters of recommendation, and a personal statement of the candidate's preparedness and readiness to pursue intense counseling training.
- 2) In order to successfully complete the program, Master's degree students must maintain at least a B average (3.00) across coursework, receive satisfactory field experience (internship) evaluations from both the supervisor on-site- and the campus supervisor; and must pass the comprehensive examinations.
- 3) If a student appears to demonstrate difficulty in completing the program, faculty develop a collaborative plan with stakeholders and engage the student in addressing areas of concern, as outlined in the formal student performance review and remediation process (Appendix F).

Faculty

At present, the full-time core faculty of the counseling programs consists of six Counseling Psychologists, one Developmental Psychologist, and one Clinical Coordinator. The faculty holds expertise in the practice and research of mental health and school counseling. Our School Counseling Program has a reflective-practitioner and practitioner-scientist orientation, which we anchor in multicultural perspectives and ethical practice. As such, the faculty is involved as practitioners, researchers, supervisors, and consultants in counseling.

Collectively, the core faculty speaks a total of five languages; they have published more than 20 books and over 230 peer-reviewed journal articles and book chapters. Their primary interest is in teaching and supervising the practice of counseling and psychology. Students are also invited to work on research teams of faculty throughout the PES Division.

In addition to the core program faculty, SC students have regular access to faculty in our sister program, school psychology, as well as potential exposure to faculty in the clinical psychology program (Graduate Arts and Sciences) and other programs housed in the Graduate School of Education. All professors in the Division of Psychological and Educational Services are available to work with SC students. Adjunct faculty members teaching in the school counseling program are usually highly skilled practitioners from the metropolitan area, with invaluable experience working in local school districts.

Full-Time Counseling Psychology Faculty

(* year faculty member joined Fordham)

Keitel, Merle A.

(3-Year Phased Retirement 2023-2026)

1986* (mkeitel@fordham.edu); [212.636.6468](tel:212.636.6468)

PhD. State University of New York at Buffalo, 1987.

Professional Interests: Individual counseling; health psychology, impact of illness on individuals and their family members; psychological aspects of recurrent miscarriage and infertility, parents of children and adolescents with anorexia nervosa, multicultural issues in health; women's issues

Theoretical Orientation: Humanistic, Integrative

Past and Present Service Activities: Director of Counseling Psychology Doctoral Program (1992-2000, 2012-2023), Faculty Senator (2009-2014), Executive Committee, Faculty Senate (1989-92). Coordinator of Scheduling & Adjunct Faculty Liaison (2005-2012); Ad-hoc Reviewer Psychology of Women and Journal of Counseling Psychology, Reviewer for APA Division 17 Counseling Health Psych Student Research Award (2003-05, 2007-08); Proposal Reviewer-Division 17 and 35; Awards Chair, Division 17 Counseling Health Psychology Section Scanlon Award, Graduate School of Education, Fordham University (2002); James C. Hansen Humanitarian Award, SUNY at Buffalo Graduate School of Education (2006).

Sample Research and Publications:

Keitel, M., & Kopala M. (2017). *Handbook of Counseling Women*, Thousand Oaks, CA: Sage, (2nd edition).

Simon, S., Keitel, M., Brawer, M., & Uzun, M. (2015). Symptoms of Polycystic Ovary Syndrome: Self-Esteem, Distress, and Quality of Life in College Women. *Prevention and Health Promotion: Research, Social Action, Practice and Training*, 8, 14-27.

Miles, L., Keitel, M., Jackson, M., Harris, A., & Licciardi, F. (2009). Predictors of distress in women undergoing infertility treatment. *Journal of Infant and Reproductive Psychology*, 27(3), 238-257.

Keitel, M., Amato, H., & Tennenbaum, E. (2009). Gender and physical health: A lifespan perspective on women's fertility.

Keitel, M., & Kopala, M. (2000). *Counseling Women with Breast Cancer*. Sage.

Ponterotto, Joseph G.

(3-Year Phased Retirement 2024-2027)

1987* (ponterotto@fordham.edu); [212.636.6480](tel:212.636.6480)

PhD. University of California, Santa Barbara, 1985.

Professional and Research Interests: Multicultural counseling, psychobiography, and research methods (qualitative, quantitative, and mixed methods).

Theoretical Orientation: Integrative.

Sample Research and Publications: Author of numerous articles and books in the multicultural counseling and psychobiography areas. Most recent book: *The Psychobiographer's Handbook: A Guide to Research and Practice* (2025, American Psychological Association Books).

Chen, Eric C.

1995* (echen@fordham.edu); **212.636.6474**

PhD. Arizona State University, 1995

Professional and Research Interests: Clinical supervision, group counseling process and outcome, concealable stigmatized identities of socially marginalized individuals, and, in particular, undocumented immigrant students, lesbian, gay, bisexual and transgender adults.

Theoretical Orientation: Interpersonal process approach that draws on object relations theory, family systems framework and interpersonal theory.

Past and Present Service Activities and Honors: Coordinator, Mental Health Counseling Program (2018-present); Director, [CCMH Program \(Spanish version here\)](#); Director, [Federally Funded MHSPD Project](#) (2023-2027). Chair (2003-2006), Interim Chair (March - May 2020), Vice Chair (2019-2020), Division of Psychological and Educational Services; Training Director of Counseling Psychology Doctoral Program (2010-12); Associate Editor, *Group Dynamics: Theory, Research, and Practice*, 2007-2010; Editorial Board Member, *Journal of Counseling Psychology* (2002-2009), *Group Dynamics: Theory, Research, and Practice* (2002-2007; 2010-present), *Journal of Counseling and Development* (2000-2003), *Journal of Multicultural Counseling and Development* (2002-2005); *International Journal of Group Psychotherapy* (2018-2022). Fellow of Division 49: Society of Group Psychology and Group Psychotherapy, American Psychological Association. Chair of [APA Division 49's Diversity, Equity, Inclusion and Belonging Committee](#). Presidential Award, 2020, Division 49: Society of Group Psychology and Group Psychotherapy, American Psychological Association. Board Member, Masters in Psychology and Counseling Accreditation Council, 2023-2026. Item Writer, the Examination for Professional Practice in Psychology, Association of State and Provincial Psychology Boards, 2022-25.

Sample Research and Publications:

Munoz De Zubiria, G., & Chen, E. C. (2023). Navigating concealable stigmatized identities and status disclosure among members of Latinx mixed-status families. In H. Jimenez & M. J. Villaseñor (Eds.), *Latinx experiences: Interdisciplinary perspectives* (pp. 299-309). SAGE. Nova Science Publishers.

Chen, E. C., Sugarman, H., & Brenman, M. (2020). Transitions and transcendence: Transgender individuals' identity negotiations and meaning construction in context. In E. Altmaier (Ed.), *Navigating life transitions for meaning* (pp. 47-66). Elsevier.

Chen, E. C., Boyd, D. M., & Cunningham, C. (2020). Demarginalizing stigmatized identities of transgender individuals through affirmative group therapy. *International Journal of Group Psychotherapy*, 70(4), 552-578.

Kim, E. E., & Chen, E. C. (2022). Task analysis of a Christian-integrated psychotherapy framework. *Psychotherapy*, 59(3), 363-373.

Zaharopoulos, M., & Chen, E. C. (2018). Racial-cultural events in group counseling as perceived by group therapists. *International Journal of Group Psychotherapy*, 68, 629-653;

Ellis, L. M., & Chen, E. C. (2013). Negotiating identity development among undocumented immigrant college students: A grounded theory study. *Journal of Counseling Psychology*, 60, 251-264.

Chen, E. C., & Mallinckrodt, B. (2002). Attachment, group attraction, and self-other agreement in interpersonal circumplex problems and perceptions of group members. *Group Dynamics: Theory, Research, and Practice*, 6, 311-324.

Blumberg, Fran

1997* (Blumberg@fordham.edu); **212.636.6486**

PhD, Developmental Psychology, Purdue University, 1988

Professional and Research: Children's problem-solving skills in the context of formal and informal learning settings such as digital games; the development of children's selective attention; the development of media

literacy.

Theoretical Orientation: Contextual

Past and Present Service Activities: Affiliated Faculty - KU Leuven, Mint Lab (2024-) Chair, Division of Psychological and Educational Services (2020-2022); Associate Editor (Special issue), ACM Games: Research and Practice (2024-2023); Chair, Division of Educational Leadership and Policy (Spring, 2022); Coordinator Comprehensive exams (2010- 2023); Editorial Board Member – Computers in Human Behavior, 2013-present; Editorial Board Member – Games for Health: Research, Development, and Clinical Assessment, 2011- present; Editorial Board Member – Psychology of Popular Media Culture, 2020- present; Editorial Board Member – Technology, Mind, and Behavior, 2019-present; Advisory Board Member, 2018 – e-Learning & Innovative Pedagogies Advisory Board, Common Ground Research Networks

Sample Research and Publications:

Blumberg, F. C., Flynn, R. M., Homer, B. D., Bailey, J. O., Eng, C. M., Green, C. S., ... & Gentile, D. A. (2024). Current state of play: Children's learning in the context of digital games. *Journal of Children and Media*, 18(2), 293-299.

Hutton, J. S., Piotrowski, J. T., Bagot, K., Blumberg, F., Canli, T., Chein, J., ... & Potenza, M. N. (2024). Digital Media and Developing Brains: Concerns and Opportunities. *Current Addiction Reports*, 11(2), 287-298.

Powers, K. L., Brodsky, J. E., Nie, Y. M., Blumberg, F. C., & Brooks, P. J. (2023). Middle-school students' mental models of online file-sharing and associated risks. *Translational Issues in Psychological Science*.

Mann, R. B., & Blumberg, F. (2022). Adolescents and social media: The effects of frequency of use, self-presentation, social comparison, and self esteem on possible self imagery. *Acta Psychologica*, 228, 103629.

Flynn, R.M., Kleinknecht, E., Ricker, A., & Blumberg, F.C. (2021). A narrative review of methods used to examine digital gaming impacts on learning and cognition during middle childhood. *International Journal of Child-Computer Interaction*.

Park-Taylor, Jennie

2004* (parktaylor@fordham.edu); [212.636.7299](tel:212.636.7299)

PhD. Boston College, 2004

Professional Interests: (1) Exploring how marginalized individuals understand and navigate threats to their intersectional social identities; (2) Examining health and wellness from an intersectional and multicultural perspective and; (3) Learning about the academic and non-academic factors related to school engagement and achievement of BIPOC students.

Theoretical Orientation: Integrative with an emphasis on multicultural, relational and developmental theories.

Past and Present Service Activities: Training Director of Counseling Psychology PhD Program (2018-Present), Coordinator of School Counseling Program (Lincoln Center), Faculty Senate Executive Committee, Member of Presidential Diversity Task Force, Chair of the GSE Curriculum Committee, Board member of the Council of Counseling Psychology Training Programs (CCPTP), Editorial board member of Career Development Quarterly, QUALITATIVE PSYCHOLOGY, **Editorial Board Member**, Ad hoc reviewer of The Journal of Counseling Psychology, Identity: An International Journal of Theory

and Research. APA (Division 17 & 45) and AERA (Division E) member and Board member of the Hunts Point Alliance for Children (HPAC)

Sample Research and Publications:

Park-Taylor, J., & Keitel, M. (Eds.) (2024). *An Intersectional Approach to Counseling Children and Adolescents with Health Conditions*. Information Age Publishing (IAP).

Park, J., Park-Taylor, J., Zusho, A., & Takooshian, H. (2023). Health and social experiences of Asian American and Pacific Islanders in the U.S. Military. *Asian American Journal of Psychology*.

<https://doi.org/10.1037/aap0000322>

Burke, E. K. & Park-Taylor, J. (2022). In search of self, belonging, and a degree: The lived experience of historically marginalized racial minority college commuters. *Journal of Multicultural Counseling and Development*, 50(3), 128–139. <https://doi.org/10.1002/jmcd.12250>

Wing, H. M., & Park-Taylor, J. (2022). Female Chinese transracial adoptees' racial awakening amid dual racial pandemics. *Cultural Diversity & Ethnic Minority Psychology*.

<https://doi.org/10.1037/cdp0000572>

Shen, Y., & Park-Taylor, J. (2022). The Effects of cataclysm-related stress on rumination patterns: The case of COVID-19. *Professional Psychology: Research and Practice*. 53(6), 631–639.

<https://doi.org/10.1037/pro0000478>

Wing, H. M., & Park-Taylor, J. (2022). From model minority to racial threat: Chinese transracial adoptees' experience navigating the COVID-19 pandemic. *Asian American Journal of Psychology*. 13(3), 234–247. <https://doi.org/10.1037/aap0000283>

Park-Taylor, J., Wing, H. M., Aladin, M., Burke, E. K., Park., J., & Martinez, B. Y. (2022). STEM pathways for Black and Latinx middle and high school students. *Urban Review*. 54, 595–623. <https://doi.org/10.1007/s11256-021-00631-0>

Yamazaki, Yuki

2023* (yyamazaki@fordham.edu); 212.636.6463

LMHC, Ed.M. Teachers College, Columbia University, 2015

Ph.D., Fordham University, 2022;

Professional Interests: (1) Investigating the microaggression and stereotype experiences of Multiracial/Biracial/Mixed/Multiple Heritage Asian Americans, (2) Examining the mental health, educational, and career impacts of colorism in the Asian American diaspora, and (3) Exploring the intersection of heritage language learning, identity formation, and mental health for Multiracial/Biracial/Mixed/Multiple Heritage Asian Americans.

Theoretical orientation: Integrative with an emphasis on multicultural and relational approaches

Past and Present Clinical Activities: Currently serving as the Historian/Secretary of the Asian American Psychological Association's Division on Multiracial and Adopted Asian Americans (previously Student Rep). Previously served as the Graduate Student Reviewer for the Editorial Board of the Asian American Journal of Psychology. Have been in clinical practice since 2017. Provided mental health services to individuals with serious and persistent mental illness (SMI), focusing on Asian American psychiatry. Experienced working with families with child abuse and neglect and preventing further ACS involvement.

Sample Research and Publications:

Yamazaki, Y., Atkins, A., Ramsey, S., Breen, A., Simon, K., Rider, N., & Reynolds, J. (In progress). Queer Multiracial and Transracial Adoptee Asian Americans. In L. Felipe, A. Breen, N. Rider, & J. Estrellado (Eds.), *Queer Asian Americans: A Practitioner's Guide to Working with LGBTQ+ People*. Cognella Publishing.

Tsai, A. & Yamazaki, Y. (Under review). Multiracial Japanese women's collective healing from ethnolinguistic discrimination through a translanguaging safe space.

Thompson, K.V, Eder-Moreau, E., Cunningham, S., Yamazaki, Y. Chen, H.Y. (2022) Exploring trauma and resilience among NYS Covid-19 pandemic survivors. *Behavioral Sciences*, 12(8), 249.
<https://doi.org/10.3390/bs12080249>

Ferrer, Caitlin Rose

2024* (cferrer1@fordham.edu)
 LMHC, M.S., Hunter College, 2013
 Ph.D., Fordham University, 2023

Professional Interests: (1) Culturally Responsive Counselor Education (2) Integrative Developmental Model of Clinical Supervision (3) Identity Development of Multiracial Latinx Individuals.

Theoretical orientation: Integrative Approach with a CBT and Relational-Cultural foundation

Past and Present Clinical Activities: Member of both the NY and NJ Psychological Associations. In clinical practice since 2014 and has been providing clinical supervision since 2016. Have experience conducting comprehensive neuropsychological assessments to children, adults, and seniors. Experienced providing clinical services to adults with trauma and stressor related disorders, serious mental illness, justice-involved individuals, and dual diagnosis.

Sample Research and Publications:

Ferrer, C.R. & Ponterotto, J.G. (2020). Exploring the final years of the life of John F. Kennedy Jr.: A mixed methods psychobiographical case study. *The Qualitative Report*, 25(10), 3853-3601.
<https://nsuworks.nova.edu/tqr/vol25/iss10/7>

Roberson-Miranda, Katheryn

(Program Coordinator)
2023* (krobertson1@fordham.edu); 212.636.6413
 MA., Ed.M., Teachers College, Columbia University, 2015
 PhD., University at Albany, 2022

Professional Interests: (1) Examining stress reactions stemming from experiences of racial discrimination; (2) Promoting resilience and protective factors within communities of Color; and (3) Understanding factors which promote anti-racist activism.

Theoretical Orientation: Integrative with emphasis on person-centered and multicultural perspectives.

Past and Present Service Activities: School Counseling Program Coordinator (2024 - Present); Editorial Board for *Psychiatric Quarterly* and *The Counseling Psychologist*.

Sample Research and Publications:

Scharff, A., Roberson-Miranda, K., Sutherland, M. E., & Boswell, J. F. (2024). The predictive efficacy of racial identity attitudes, HBCU attendance, and sources of motivation in Black therapists' career choices. *Professional Psychology: Research and Practice*.

Pieterse, A. L., Roberson-Miranda, K. L., Paiko, L., & Kirkinis, K. (2023). Exploring the experiences of Students of Color in Counseling Psychology doctoral training in the United States: A Qualitative Investigation. *European Journal of Counselling Psychology*

Costello, Z., Roberson-Miranda, K., Ho, S., DePierro, J., Starkweather, S., Katz, C., Sharma, V., & Marin, D. (2023) A resilience program for hospital security officers during the covid-19 pandemic using a community engagement model. *Journal of Community Health*, 48, 963–969.

Hutman, H., Ellis, M., Moore, J., Roberson, K., McNamara, M., Peterson, L., Taylor, E., & Zhou, S. (2023). Supervisees' perspectives of inadequate, harmful, and exceptional clinical supervision are we listening? *The Counseling Psychologist*, 0(0), 1-37.

Roberson, K. & Carter, R. T. (2022). The relationship between race-based traumatic stress and the trauma symptom checklist: Does racial trauma differ in symptom presentation? *Traumatology*, 28(1), 120–128.

Roberson, K. & Pieterse, A. (2021). Internalized racism and self-esteem: Do depressive symptoms matter? *Cultural Diversity and Ethnic Minority Psychology*, 27(3), 531–536.

Director of Field-Based Experience and Accountability

Elizabeth Casey

2008* (elcasey@fordham.edu); [212.636.6469](tel:212.636.6469)

MS.Ed., Counseling & Personnel Services, Fordham University, 2005

Main Responsibilities: Ms. Elizabeth Casey, the Director of Field-Based Experience and Accountability, provides leadership and oversees operations in the area of field-based/clinical experiences. Although students are responsible for researching, applying to, and securing sites, she facilitates the process as well as ensuring quality fieldwork, internship, and practicum placements. Ms. Casey also coordinates clinical experience assessment efforts and works in collaboration with the divisional chair and program director to develop policies and procedures related to fieldwork and assessment of candidate preparedness. She acts as a liaison between faculty and students for the collection of data used in accountability (e.g., accreditation) efforts. Ms. Casey also works to develop and enhance relationships with schools and agencies in the field. Additional responsibilities for the PES Division include ongoing data collection, processing students for NYC DOE fingerprinting, processing all site contracts and related paperwork, and managing the certification and licensure paperwork for all eligible PES graduates.

Career Counselor and Graduate School Specialist

Delasia Rice, MSEd, CCSP <drice13@fordham.edu> ; 212-903-2052

Graduate Student Specialist

Graduate School Support | Career Counseling | Student Development

Lincoln Center Campus - 140 W 62nd Street - Suite G-45

Main Responsibilities: Ms. Rice provides holistic counseling to Fordham graduate students to assist with resume/cover letters, job/internship search, and the career exploration process. She also provides assistance with specific graduate-related needs such as writing CV's, personal statements, and presenting tailored workshops. Reach out via email (drice13@fordham.edu) to schedule an appointment!

Your School Counseling Program Toolkit

School Counseling Blackboard Page

Blackboard serves as your central hub for all program-related resources and communication. Throughout your academic journey, you'll utilize it for various purposes:

- **Access Essential Resources:** The program Blackboard page houses a wealth of valuable materials, including this handbook, all necessary program forms, FAQs, and presentations from workshops and information sessions. These resources are organized in a way to ensure you have easy access to the information you need to succeed.
- **Submit Program Documents:** Through Blackboard you will submit required program documents such as practicum and internship hour logs, site supervisor information, memorandums of agreement, bilingual extension progress updates, and other forms. This streamlined process helps to organize submissions and keep you aware of remaining requirements.
- **Track Your Progress:** The gradebook and documents on Blackboard will allow you to monitor your progress within the program. You can track upcoming deadlines and important milestones—keeping you organized and on target for graduation.
- **Stay Informed:** Blackboard serves as a communication channel for important announcements and updates from the program coordinator and faculty. You'll receive timely notifications about upcoming events, program changes, and valuable resources directly through the platform.

By actively engaging with Blackboard, you'll stay informed, organized, and connected to the program's resources—all contributing to a successful and enriching academic experience.

PES Central

The PES Central Page houses archived information relevant to the various programs within PES and is used to communicate with the larger PES community. You will be added to PES Central in your first semester of the program and any communications will automatically be sent to your Fordham email. You can access PES Central by going to your Courses tab in Blackboard and scrolling down to "Ancient Courses."

TEACH Account

The Teacher Education and Certification Help (TEACH) system is a web-based platform used by the New York State Education Department (NYSED) for managing various aspects of certification and fingerprinting for those working in schools.

Through this system, school counseling students:

- Submit required documents like transcripts, test scores, and workshop completion.
- Manage fingerprinting documentation.
- Apply for new school counseling certifications and can view the application status.

To learn more about the TEACH system and make your account, see these resources:

- **NYSED TEACH Website:** <https://www.highered.nysed.gov/tcert/teach/>
- **NYSED TEACH FAQ:** <https://www.highered.nysed.gov/tcert/teach/teachappfaq.html>
- **Our Program Code is:** 41623

Pointers to Facilitate Progress Toward Program Completion

Stay on top of key dates! The [Graduate School of Education Bulletin's online Academic Calendar](#) includes important deadlines and dates like Spring Recess, holidays, comprehensive exams, and registration periods. To avoid any last-minute stress, we recommend marking these important dates in your personal calendar at the beginning of each semester.

Registration reminders: Remember to register for all Fall and Spring semesters, from the time you start the program until you graduate. If you're not planning to take any courses during a particular semester, you must maintain your enrollment status by registering for EDGE 0666 (Maintenance of Matriculation).

Connect with your advisor! We recommend regularly checking in with your advisor. They're a valuable resource and can offer guidance and support throughout your program.

Expand your professional network! Consider joining professional organizations like the American School Counseling Association (ASCA) and the American Counseling Association (ACA) as a student member. These organizations can help you develop your professional identity outside of the university setting.

Curriculum

Core Curriculum

The school counseling master's degree coursework consists of 60 credits as outlined below. Most courses are offered as six-credit modules; more specifically the following pairs of courses must be taken concurrently (shown in boxes): PSGE 5620 with 5622; PSGE 5630 with 5632; PSGE 6630 with 6632; PSGE 6640 with 6642; and PSGE 6655 with 6652. It is also suggested, but not required that PSGE 6602 be taken with PSGE 6607. **Finally, PSGE 5620 must be taken as a pre-requisite to PSGE 5630, PSGE 6640, and PSGE 6630.** The remaining courses can be taken at the student's scheduling convenience.

The first Internship course (PSGE 6652) may be taken only after students have completed the following **10 courses: PSGE 5620, 5622, 5630, 5632, 6602, 6607, 6630, 6632, 6640, and 6642.** In order to be competent to successfully engage in the Internship, students must complete courses in individual, group, and career counseling, as well as have foundational knowledge of human development and assessment. **If students begin the Field Experience course without completing these required courses, they may be terminated from the program. Please note that the field experience must begin in the Fall semester.**

PSGE 5620 Introduction to Professional School Counseling I *
PSGE 5622 Pre-Practicum in Professional School Counseling I *
PSGE 6602 Human Development *
PSGE 6607 Assessment in Counseling *
PSGE 5630 Theories of Counseling for School Counselors*
PSGE 5632 Social Justice Practicum in Professional School Counseling *
PSGE 6640 Career Counseling *
PSGE 6642 Pre-Practicum Career Assessment and Counseling *
PSGE 5204 Research Methods in Counseling (<i>self-paced, asynchronous</i>)
PSGE 6659 Trauma and Interpersonal Biology (May/June)
PSGE 6630 Group Counseling (July) *
PSGE 6632 Pre-Practicum in Group Counseling (July) *
PSGE 6650 Ethics and Professional Issues in School Counseling
PSGE 6652 Field Experience in Professional School Counseling I
PSGE 6645 General Psychopathology
PSGE 6656 Multicultural Counseling
PSGE 5627 Counseling for College & Post-High School Planning
PSGE 6417 Developmental and Intellectual Disabilities
PSGE 6605 Counseling Program Development and Evaluation
PSGE 6654 Field Experience in Professional School Counseling II
PSGE 0705 Masters Comps (<i>In Summer Session I or Spring Y2</i>)
EDGE 0230 Schools Against Violence Education Workshop *
EDGE 0210 Child Abuse Identification and Reporting Workshop *
EDGE 0260 Dignity for All Students Workshop *

* *Internship Prerequisites*

TOTAL = 60 semester hours plus a minimum 600-hour on-site internship and 100-hour social justice practicum.

Bilingual Extension Option (15 Credits)

Students wishing to qualify for the bilingual extension to their certification must meet New York State requirements for field experience in a bilingual context, study of cultural perspectives, the theory/practice of bilingual/multicultural education, and methods of providing service in another language. Students must demonstrate knowledge in a second language education state-administered exam. Please note this is different than a language proficiency exam and it is important to take the required coursework prior to taking the exam. See Blackboard for instructions on the process of adding the bilingual extension.

Required Coursework:

1. PSGE 6656 Multicultural Counseling (fulfilled as part of the core requirements)
2. PSGE 6652 SC Field Experience I (fulfilled as part of the core requirements)
3. PSGE 6654 SC Field Experience II (fulfilled as part of the core requirements)
4. CTGE 5841 Principles of Bilingual Education
OR
CTGE 6782 Issues in Bilingual Special Education
5. EDGE 6101 Race and Multicultural Education
OR
PSGE 6401 Seminar in Bilingual Students

Internship Supervision Requirements

Supervisor must be a permanently certified Bilingual School Counselor.

During your supervised internship experience, you must conduct at least 50 direct service hours in the bilingual extension language.

State-Administered Proficiency Exam:

Bilingual Education Assessment (BEA): <https://www.nystce.nesinc.com/>

Study guides: https://www.nystce.nesinc.com/PageView.aspx?f=HTML_FRAG/GENRB_PrepStudyGuide.html

Fieldwork in School Counseling

Students are required to obtain their own practicum and internship sites. Listings of placements and evaluations of the placements by students who have completed field work at the sites, are available on Blackboard.

If a student would prefer doing a practicum or internship at a site where Fordham has never sent students, the student must complete the New Site Form found on Blackboard and contact the Director of Field-Based Experience and Accountability (Liz Casey, ELCasey@Fordham.edu) to get permission to apply to that site.

Each winter the Director of Field-Based Experience and Accountability holds an orientation meeting to discuss policies and procedures. The Memorandum of Agreement outlines the requirements for the Field Experience as well as the responsibilities of the University and the Supervisor at the School (Appendix A). An agreement is required for both the elementary and secondary school settings and must be signed by all parties.

Students will keep a log of their internship hours. **Signed hours logs will be submitted at the end of each semester.**

Liability Insurance

Students will be covered under Fordham University's liability insurance policy throughout the course of their program. The insurance fee is billed upon entry to the program. This is a mandatory fee, given it will cover a student as a professional at the field site. Students are also strongly encouraged to obtain their own personal policy through organizations such as the American Counseling Association or the American School Counselor Association.

Balancing Life Responsibilities

While attending classes while working and balancing other life responsibilities is possible, please note the following:

- Fall and Spring semester classes typically begin at 4:50pm. Class times run from 4:50pm-6:50pm & 7:00pm-9:00pm.
- Summer Session I schedules often follow a similar late afternoon/evening format.
- Summer Session II may require more daytime courses.
- The 600-hour internship requires in-person work at a school for 2.5 days per week, demanding a flexible schedule.

Fingerprinting

According to New York State Guidelines, all candidates for School Counseling certification must be cleared by the New York State Education Department through a fingerprint-supported criminal history background check. This is often required prior to practicum in order to work in the school. Current cost of fingerprinting is approximately \$103, this is subject to change.

Fingerprinting processing can be done in number of ways, including:

1. Students may connect with IdentiGo, a federal service provider, to process fingerprints. Students who use this option will need to transfer their fingerprints from New York State to New York City; the steps for this process can be found on Blackboard. Fingerprints from this method may appear on the student's TEACH account as "FBI Clearance."
2. Students may reach out to Liz Casey to process fingerprints through the NYCDOE Personnel Eligibility Tracking System (PETS). Students using this method will need to remain in contact with Liz Casey to communicate when they have scheduled their appointment and when they have completed fingerprinting. This approach allows the fingerprinting results to show up directly in the student's TEACH account. **If you are interested in using this method for fingerprinting prior to SJ Practicum, please reach out to Liz Casey by November 1st.**
- 3.

Social Justice Practicum

Description

In the Spring semester of their first year in the program (2nd year, if going part-time), students will apply their counseling skills and knowledge in a K-12 school setting (elementary, middle, or high school). The school must be in significant need of services because it is under-resourced, serves a student population where the majority of students receive free or reduced lunch, and/or is identified as one of New York City's high need schools.

Under the supervision of the course instructor and the onsite supervisor, students will work to apply the ASCA National Model in their practicum. Aligned with the MPCAC Standards, these field placement experiences will focus on issues related to the promotion of mental health, human development, wellness, cultural competence, and social justice advocacy. During class, students will continue practicing counseling skills in dyads and small groups.

State guidelines for practicum include: a minimum of 40 clock hours of direct student contact in group counseling, individual counseling and school counseling core curriculum lesson delivery; and a minimum of 60 clock hours on developing, implementing and evaluating key school counseling program elements such as: student outcomes and standards, curriculum, individual student needs and plans, responsive services, consultation with others on behalf of student, time management, school counseling program goals, data analysis, action plans, calendars/schedules, advisory panels, councils, and committees.

Students must have a field site prior to starting the course, and all field sites must have departmental approval. Liz Casey, the Director of Field-Based Experience and Accountability will assist you in securing your site.

Supervision

Students receive university-based supervision via enrollment in the Social Justice Practicum course, which is taken in conjunction with the 100-hour practicum. Site supervision should be provided by a permanently certified school counselor, who will provide weekly supervision, and ensure that students complete the 100 hours of practical experience.

A Fordham University professor will be in direct contact with the site supervisor (certified school counselor) to make sure that protocols regarding field experience expectation are being met. Students are responsible for having their site supervisors complete midterm and end of term evaluations. These evaluations must be signed by the site supervisor and submitted to the professor

School Counseling Internship

Description

In the Fall semester of their final year in the program, students will apply their counseling skills and knowledge in both K-8 and 9-12 school settings. As with the practicum experience, these field placements will focus on issues related to the promotion of mental health, human development, wellness, cultural competence, and social justice advocacy. During class, students will discuss clinical issues and continue to grow their counseling skills.

State guidelines for internship include: a minimum of 300 total clock hours per site, with 120 clock hours of direct student contact in group counseling, individual counseling and school counseling core curriculum lesson delivery; and a minimum of minimum 1hr per week face-to-face supervision under a Certified School Counselor. The indirect clock hours may include developing, implementing and evaluating key school counseling program elements such as: student outcomes and standards, curriculum, individual student needs and plans, responsive services, consultation with others on behalf of student, time management, school counseling program goals, data analysis, action plans, calendars/schedules, advisory panels, councils, and committees.

Students must have a field site prior to starting the internship course, and all field sites must have departmental approval.

Selecting Your Site

Students are assisted in obtaining their field placements. To help in the selection process, student evaluations of sites are available electronically and shared with students at the beginning of the process. A current list of sites is posted in Google Drive. Students are also welcome to find sites on their own. In this case, Liz Casey should be contacted to assure that it will be an appropriate site for internship.

When selecting sites, students should begin to think about his/her ultimate career goal (where do you envision yourself when you finish the MSEd degree? what kind of position would bring you the most happiness and satisfaction?). By thinking about these questions, talking to classmates, more advanced students, and/or faculty advisors, students can begin to figure out what fieldwork placements will be most useful in helping achieve these goals.

Some questions for a student to consider when starting the search include: In what type of site are you interested in ultimately working? What population would you prefer to work with in terms of gender, age, socio-economic status, urban vs. suburban vs. rural? What types of services do you want to provide – career counseling, psychotherapy, assessment? What is your orientation to therapy or counseling?

It is also important to consider the type of supervision experience that a site will offer. Do you feel comfortable with your potential supervisor? What orientation do they practice? How available are they for consultation outside of your regularly scheduled supervision?

During the process of thinking about these questions, students should begin reviewing the files, doing research online, and speaking to more advanced graduate students as well as to

your faculty advisor. After narrowing down a selection of sites, begin contacting them to see if there are positions available.

It is extremely important to prepare a good cover letter, resume or curriculum vitae and a good idea to have 2/3 references in mind to provide to schools. Students can contact Fordham's Career Office for assistance in preparing these. Most sites prefer students send these materials in advance of being called in for an interview. The interview process is one in which students can get the best feel for the site and supervisor. It is strongly recommended that students "shop around" for a site that is a good match with their educational and career goals. The student should ask the interviewer questions that will provide a good idea of what it would be like to work at the site. While the site is interviewing a student, the student should also be interviewing the site to make sure it is a place that will provide an excellent learning experience. It is also helpful for students to talk to current interns to see what their experience has been like.

Site Supervisor Qualifications

A site supervisor must be committed to giving a minimum of 1 hour of face to face supervision per week. This person must have permanent certification in the field of school counseling and should have three years of experience as a counselor or therapist. For students pursuing the Bilingual School Counseling track, the supervisor must be a permanently certified Bilingual School Counselor.

At the end of a student's field experience the supervisor will receive a letter with the procedures for applying one course, tuition-free. Supervisors do not receive monetary compensation, rather they are granted one free course per semester. This offer is time-limited and must be used within one year. The tuition remission must be used by the supervisor on record and is not transferable.

Securing Your Sites

Once a student has considered all options and selected their sites, a meeting with the future site supervisors needs to take place to review and sign the Memorandum of Agreement. The information on sites that a student selects also needs to be reviewed in a meeting with the faculty advisor and/or Director of Field-Based Experience and Accountability, Liz Casey. The completed Memorandum of Agreements should be submitted **NO LATER than May 1st.**

Students should discuss practicum and internship opportunities with their program advisors and Liz Casey prior to applying to these fieldwork experiences and enrolling in the associated courses. In addition to getting the Memorandum of Agreement signed, students must keep a log of their hours.

Recommended Timeline

- Advising for the Fall semester begins at the end of March
- By April all students should have a site lined up to begin their internship in the Fall semester. This involves interviewing at sites, narrowing down options, and accepting an offer. When an offer is accepted, the memorandum of agreement should be signed by the site supervisor.
- **BY MAY 1st** all Memorandums Of Agreement must be completed and submitted via Blackboard. Agreements will be signed by Liz Casey, Director of Field-Based Experience and Accountability to finalize the contract.
- All students participating in internship during the Fall semester must register for PSGE 6652.
- If a student has any questions or concerns about this timeline or the fieldwork requirements or procedure, please contact Liz Casey, Director of Field-Based Experience and Accountability. Students should not wait until the end of the semester to address any questions or concerns, as it puts chances of finding a field experience site for that Fall in jeopardy.

Comprehensive Examinations

The comprehensive exam is usually offered two times a year, once in February and once in May. The exam typically runs from 10am to 2pm. The comprehensive examination presents a case vignette and requires responses to questions on applications of theoretical and counseling approaches; ethical, legal, developmental, assessment, and multicultural issues; and group counseling considerations in conceptualizing and designing an intervention plan specifically relevant to the case vignette.

Students should review all areas of coursework (e.g., group counseling, career counseling, assessment and diagnosis, human development, etc.) because they are required to integrate knowledge gleaned from these separate courses.

Only students who have completed all required courses or are completing the final semester of required courses may be eligible to take the comprehensive examination. If this eligibility requirement is not met when students take the examination, the examination results will be invalid. All students must register for Comprehensive Examinations (PSGE 0705) during the registration period. Should a student register to take the exam but decide not to sit for it, the student must drop PSGE 0705.

If a student decides to take the comprehensive exam during a Spring or summer semester when no other coursework is taken, they must also register for EDGE 0666 (Maintenance of Matriculation).

Past exam questions are on electronic reserve in PES Central. These can be found within PES Central by clicking on “Documents” in the left-side panel, then clicking on School Counseling Program Documents.

The program faculty offers each year orientation to the comprehensive examination so that students may receive study tips and ask questions regarding the comprehensive examination process. Please also see Appendix I on frequently asked questions regarding this examination.

School Counselor Certification

The 60-credit MSEd program in School Counseling is approved and registered with the Department of Education in the State of New York. Upon graduating from the program, students are able to apply for their Initial School Counselor certificate.

In order to become initially certified as a school counselor in New York State, a student must complete the MSEd degree, three workshops (Child Abuse and Reporting, Project SAVE, and Dignity for All Students Act), the NYS certification exam, and fingerprint clearance. Liz Casey, the Division Certification Coordinator, will assist students with the certification process when the time comes.

For more details on initial certification requirements, please visit

<https://eservices.nysesd.gov/teach/certhelp/search-cert-reqs>

Use the below options in the drop-down to access information specific to School Counselors

Select Your Certificate Title by choosing from the dropdowns below

Select an Area of Interest	Administration and Pupil Personnel Services
Select a Subject Area	School Counseling
Select a Grade Level	Pre K-12 - All Grades
Select a Title	School Counselor
Select a Type of Certificate	Initial Certificate

For general information regarding the certification requirements for NY State, visit the websites below

<http://www.highered.nysesd.gov/tcert/certificate/certprocess.html>

<https://www.highered.nysesd.gov/tcert/certificate/school-counselor.html>

New York State Teacher Certification Exam - School Counselor

The New York State Teacher Certification Exam is a computer-based test with 90 selected-response items and 1 constructed-response item. The exam is scheduled for 3 hours and 30 minutes total, with 15 minutes of the appointment time allotted for computer-based test tutorial and nondisclosure agreement, and 3 hours and 15 minutes allotted for the exam. The test is available to be taken year-round, Monday through Saturday (excluding some holidays). The cost of the exam is approximately \$122.

For more information please visit:

https://www.nystce.nesinc.com/TestView.aspx?f=HTML_FRAG/NY193_TestPage.html

Test preparation materials are available:

https://www.nystce.nesinc.com/TestView.aspx?f=HTML_FRAG/NY193_PrepMaterials.html

The Fordham Scene

Although Fordham at Lincoln Center is in the center of Manhattan, the program and the Graduate School of Education is relatively small. This contributes to a friendly, supportive, and caring atmosphere. Evidence for this supportive environment is given by the fact that roughly 95% of the students who begin the program complete it in a timely fashion. The University encourages students to take advantage of the wealth of resources in the city. At the same time, Fordham seeks to develop an environment where students can feel part of a community.

GSE for Diversity, Equity, and Inclusion (DEI)

Fordham University's Graduate School of Education is committed to preparing educators, school leaders, counselors, and psychologists to promote social change and equity while serving all individuals in inclusive learning and therapeutic environments.

Our graduates are professionals who implement an asset-based perspective that recognizes the cultural wealth that children and clients bring to education and counseling, their individual strengths and needs, and the systemic challenges and opportunities that affect their experiences in schools and the community.

GSE's campus community affirms and celebrates the identity of every individual. We are committed to a continuous process of acknowledging and dismantling racism and other forms of oppression and discrimination that cause systemic inequity. We likewise are committed to justice-focused, equity-driven, and culturally-sustaining practices that lead to improved learning opportunities and better social and mental health outcomes for individuals in all communities.

Graduate Assistantships

The Financial Aid Office reaches out to students every year with information on how to apply for a graduate assistantship position for the following academic year. Specific requirements for the position are shared in the email such as:

- Complete FAFSA for specific school year and demonstrate financial need via FAFSA
- Maintain a 3.5 GPA or higher
- Must be enrolled in minimum 6-9 credits for Summer Semester and 9-12 credits for Fall/Spring Semesters

To apply, students complete an online application listing their credits per semester, interest in GA position, and other information. Students must reapply each year for an assistantship position.

School Counseling Association at Fordham (SCAF)

School Counseling Association of Fordham (SCAF) is dedicated to building community among current students in the School Counseling program. In addition, SCAF aims to strengthen connections with alumni of the program. SCAF endeavors to achieve these goals through a variety of social and professional development activities. The SCAF coordinators are comprised of first- and second-year school counseling students who are invested in creating a supportive graduate student community.

If you are interested in joining SCAF or want to learn more about the current programs, please reach out to the current SCAF team:

Eadie Kremer (First Year Mentor)
Chloe Sherrard (ASCA & NYSSCA Liaison)
Caroline Callahan (Faculty Liaison)
Tara Coffey (Alumni Networking)

Student Housing

Fordham University offers a limited number of Manhattan apartments that our students can rent. Please contact our Office of Admissions (Room 1115, 212-636-6400) if interested.

Mental Health Support for Students

Fordham's [Counseling and Psychological Services \(CPYS\)](#) center on campus takes crisis appointments/same day walk-ins. They also note that if a student is in crisis after CPYS hours and they can call public safety.

International Student Resources

The [Office of International Students](#) provides a wealth of information on appropriate course loads, reduced course loads that are still visa eligible, working permissions, and other valuable information.

In addition, the [International Services office](#) provides information on work authorization, forms and letters for a variety of life's needs, and how to make an online appointment.

[Living in NYC](#): resources on New York City weather, culture, and the American University system.

[NYC Resources](#): resources on public transportation, housing, libraries, DMV and more.

Accommodations for Students with Disabilities

Fordham University is committed to providing an environment in which no individual is discriminated against on the basis of their disability. Students with disabilities, as defined by the American Disabilities Act of 1990 (ADA), and who need special academic accommodations, should notify their advisors and their professors as soon as possible. Students are also encouraged to register with the [Office of Disability Services](#) to obtain formal accommodation letters. The faculty and staff at Fordham University will work with students to coordinate and monitor the provision of reasonable academic accommodations.

Academic Resources

Academic Writing Center

The Writing Center at Fordham provides comprehensive writing support services to all students, regardless of their academic discipline or writing stage. They offer both in-person and online synchronous tutoring sessions,

allowing students to choose the modality that best suits their needs and schedule. Additionally, they offer both group appointments to facilitate collaboration on projects, and standing appointments to ensure consistent support from the same tutor throughout the writing process. For a comprehensive list of current workshops, please visit their website. Students can also reach out to the Writing Center to inquire about their specific needs by emailing writingcenter@fordham.edu.

Libraries

The Fordham University Libraries own more than 2 million volumes, subscribe to over 15,500 periodicals and 50,000 electronic journals, and are a depository for United States Government documents. Fordham University Libraries own many special collections of rare books and manuscripts covering a variety of subjects. The library also provides access to over 60,000 electronic books.

The libraries are at three major locations: the William D. Walsh Family Library at the Rose Hill campus in the Bronx, the Gerald M. Quinn Library at Lincoln Center, and the Fordham Westchester Library.

The William D. Walsh Family Library at Rose Hill contains over 1,000,000 volumes and 380,000 government documents. It is named after William Walsh, a Fordham Alumnus and member of the University Board of Trustees, who made a major contribution toward its construction. All Rose Hill Library services including the Science Library, Audio Visuals, Electronic Services, Government Documents, Archives, Special Collections, Microforms, and Fordham Dissertations are housed here.

The Gerald M. Quinn Library at Lincoln Center contains some 500,000 volumes and is named in memory of the late Dean of Fordham College at Lincoln Center. In addition to a general collection serving Fordham College at Lincoln Center, the Quinn Library also has strong collections in business, education, and social service serving the three graduate schools on that campus.

The Fordham Westchester Library houses over 30,000 volumes and serves Fordham's graduate schools of Business, Education, Religious Education and Social Services. All of Fordham University Libraries' electronic books and databases are available in the Westchester Campus Library.

Books, periodicals, and references concerned with education are concentrated at the Lincoln Center and Tarrytown libraries.

Fordham Library Catalog. Fordham's Library Catalog provides access not only to the library collections on all three campuses, but also Fordham Law and eleven other databases including Journals (index to academic and popular journals), ABI-INFORM, Newspapers (index to major US newspapers), Education (ERIC index, both current and pre-1983), US Government documents index, Peterson's College Guide, and three Westchester County indexes. Also available are LEXIS-NEXIS a database of over 2,300 full-text information sources (newspapers, journals, documents, transcripts, reports, etc.); DIALOG searches are available from the Reference departments of each campus, as well as OCLC (an international database containing over 2 million bibliographic citations). These databases can also be accessed from your personal computer at home using remote library access (Appendix IX).

Library Lab Facilities: In addition to online catalog and database searching computers, computers are available for general use.

1st Floor (Learning Commons) features 3 Apple iMacs and 16 VDI Windows machines, 4 Windows PCs, all with Microsoft Office, various web browsers and productivity software. This floor is part of the

Library's Morning and Late Night Study Zones. These extended study zones are in effect during regularly scheduled months in the semester. Printing stations with 1 Color printer, 1 B&W printer, 2 B&W Canon printers that provide printing, scanning, and copying capabilities. There is also a free flatbed scanner\copier. A self-checkout station is available for books.

2nd Floor features 16 Windows PCs, all with Microsoft Office, various web browsers and productivity software.

3rd Floor features 16 Window machines, all with Microsoft Office, various web browsers and productivity software.

Document Delivery Services. Fordham libraries have access to two document delivery services. Through our participation in the WALDO library consortia, Fordham faculty and students may order copies of journal articles through UMI directly from any OPAC. Full-text, hard copy articles are received within five minutes via a laser printer in each library. The libraries also subscribe to CARL UNCOVER, an on-line browsing service and index to over 14,000 academic and scholarly periodicals. Articles ordered through CARL are received via fax in each library within 24 hours.

Intra- and Inter-library Loans. Fordham students and faculty may request material shelved at any Fordham library simply by filling out an intercampus loan request. Books and journal articles are delivered to the requesting library within one to three days. Materials not available in any of the Fordham libraries may be requested through interlibrary loan from other colleges and universities around the country. Students wishing to use materials held neither by Fordham nor the New York Public Library, but owned by local libraries in the metropolitan area, may be issued a METRO access pass to member libraries. The general and special collections of many cultural and research organizations in the New York metropolitan area also are available. Exchange courtesies are maintained with the Library of Congress, Washington, DC, and the New York State Library, Albany, NY.

Student Technology Services

[Student Technology Services](#) serves as the central point of contact for all student technology-related questions and concerns. They can help with troubleshooting, technical guidance, and problem resolution for a wide range of technology resources and services. Through Student Technology Services, students can gain access to a wide range of standard software (at no charge) to promote academic success.

Students can connect with IT to learn more in various ways, including:

Online Support: Available on their website.

Phone Support: Call the IT Service Desk at 718-817-3999.

Walk-in Support: Visit them at their locations in McShane Center, Leon Lowenstein Center, or Learning Center (hours listed on the website).

Important Contacts - Graduate School of Education

Directory Assistance (Lincoln Center):	(212) 636-6000
Division of Psychological and Educational Services:	(212) 636-6460
	(212) 636-6477
<u>Administration:</u>	
Admissions:	(212) 636-6400
Bursar:	(212) 636-6720
GSE Deans Office:	(212) 636-6406
GSE Financial Aid:	(212) 636-7611
Student Accounts:	(212) 636-6735
<u>Fordham University Libraries:</u>	
Gerald M. Quinn Library (Lincoln Center):	(212) 636-7400
William D. Walsh Family Library (Rose Hill):	(718) 817-3595
<u>Student Services:</u>	
Career Planning and Placement (Margaret Motto):	(212) 636-6280
Computer Information Management Systems (CIMS):	(212) 636-6028
Counseling Center:	(212) 636-6225
Health Center:	(212) 636-7160
International Students:	(212) 636-6270
Student Affairs (ID cards, Off-Campus Housing, RamVan):	(212) 636-6250
<u>Miscellaneous:</u>	
Duplicating:	(212) 636-6048
Media Center:	(212) 636-4170
University Bookstore (Barnes & Noble):	(212) 636-6080
Security:	(212) 636-6075

Description of Appendices

All forms which require completion by students are available electronically on Blackboard. Please make sure to keep copies of each executed form for your files.

Memorandums of Agreement – This serves as the contract between Fordham and the site in which you are doing your fieldwork. This document includes information on the responsibilities of both the University and the School. It needs to be signed by your supervisor and then by Liz Casey, Director of Field-Based Experience and Accountability. The student should make a copy for themselves as well as for the site supervisor.

For those going on their social justice practicum, this form must be submitted by **December 2nd** of the Fall semester prior to the start of social justice practicum.

For those going on internship, this form must be submitted by **May 1st** of the Spring semester prior to the start of internship.

School Counseling Field Experience Evaluation Form – This form is an example of an evaluation which will be used to evaluate a student's performance during their school counseling internship. It includes criteria for assessing the student's knowledge, skills, and abilities in various areas of school counseling practice. The form is completed by the student's internship supervisor and provides feedback on the student's strengths, areas for improvement, and overall performance.

New Site Information – This form is used to gather information about a potential field experience school identified by a student. It is completed by the student's prospective supervisor at the school. The form helps ensure that the school's opportunities and experiences align with Fordham's requirements. The supervisor should return the completed form, along with a copy of their CV, to Liz Casey, Director of Field-Based Experience and Accountability, for approval.

Information on Field Sites: Student Evaluations/Feedback – This form is designed to gather feedback and evaluations from students who have completed field experience placements at various schools. It aims to assess the quality of the field experience and provide valuable insights to student's who may consider these schools for fieldwork placements in the future.

University Grievance Procedures – This appendix provides detailed information about the University's grievance procedures, outlining the steps students can take to address any concerns or complaints they may have regarding their academic or administrative experiences. It includes information on filing a grievance, the review process, and the potential outcomes of the grievance process.

Fordham University Sexual And Related Misconduct Policy – This appendix outlines the University's policies and procedures regarding sexual harassment. It defines sexual harassment, outlines prohibited behaviors, and provides information on reporting and investigating incidents of sexual harassment. It also includes details on available resources and support services for individuals who have experienced sexual harassment.

Course Sequencing – This provides information on the recommended sequence of courses for the program. It outlines the core courses that are required for all students, as well as any elective options available. It also indicates any prerequisites or corequisite requirements. The recommended sequence helps students plan their studies effectively and ensure they meet all program requirements.

Typical Course Offerings – This appendix provides information on the typical times and days when courses are offered within the program. This information helps students plan their schedules and balance their academic commitments with other responsibilities. Specific schedule is subject to change and you will need to look up classes each semester.

Comprehensive Examination: Frequently Asked Questions – This appendix addresses common questions students may have about the comprehensive examination, a requirement for graduation. It provides information on the format of the exam, the topics covered, the preparation process, and the evaluation criteria. It also outlines the policies for retaking the exam, if applicable. This resource aims to clarify any uncertainties students may have and help them prepare effectively for this important milestone.

School Counseling Social Justice Practicum Information Sheet – This information sheet provides details about the Social Justice Practicum. It outlines the objectives of the practicum, including the opportunity for students to gain experience in advocating for social justice within educational settings. It also provides information on the placement process, expectations for students, and the expectations for supervision.

School Counseling Internship Information Sheet – This information sheet provides comprehensive details about the internship, including its goals, objectives, and expectations for students. It outlines the required coursework that must be completed before starting the internship. Additionally, it provides specific expectations for the supervision of interns.

School Counseling Resources – This appendix provides a list of valuable resources and organizations that can support school counselors in their professional development and practice.

Appendix A

MEMORANDUM OF AGREEMENT Social Justice School Counseling Practicum

This Agreement is made this _____ day of _____, 20____ by and between _____

(hereinafter referred to as the SCHOOL) and Fordham University (hereinafter referred to as the UNIVERSITY).. This Agreement will be effective for a period from _____ / _____ / _____ to _____ / _____ / _____.

Purpose: The purpose of this Agreement is to provide a qualified Masters Degree graduate student with a practicum in the field of school counseling.

The UNIVERSITY shall be responsible for the following:

1. Selecting a student who has successfully completed all the prerequisite courses for the practicum field experience.
2. Providing the SCHOOL with a course outline for the corresponding course taken along with the practicum field experience.
3. Designating a qualified faculty member as the practicum field experience instructor who will work with the SCHOOL to supervise the practicum experience.
4. Notifying the student that he/she must adhere to the administrative policies, rules, standards, schedules, and practices of the SCHOOL.
5. Providing the student with adequate professional liability insurance coverage.

The SCHOOL shall be responsible for the following:

1. Providing the student with an overall orientation to the SCHOOL'S specific services necessary for the implementation of the practicum.
2. Designating a qualified staff member to function as Supervising Counselor for the student. The Supervising Counselor will be responsible with the approval of the administration of the SCHOOL for providing opportunities for the student to engage in a variety of counseling activities under supervision, and for evaluating the student's performance. (Suggested counseling experiences are included in the course outline.)
3. The selected Supervising Counselor shall:
 - a) Be a permanently certified school counselor.
 - b) Allow and arrange for 1 hour a week of face-to-face supervision for the student.
 - c) Allow and arrange the student to provide counseling to 1-2 clients per week.
 - d) Allow, arrange, and review regular audio or video taping of the student's counseling training/service delivery (if applicable to school site).
 - e) Ensure that the student completes a total of 100 hours of practicum experience at the SCHOOL, with 40 of those hours being direct service.
 - f) Complete evaluation forms and send to the UNIVERSITY.
 - g) Immediately notify the UNIVERSITY of any significant issue of a professional or academic nature that might lead to the candidate's inability to complete the internship as anticipated.

Mutual Indemnification Provision: Each Party shall indemnify and hold the other harmless from any and all claims, suits, liabilities, and losses attributable to the negligent acts and omissions of the other party in the performance of its obligations under this Agreement.

Equal Opportunity: It is mutually agreed that neither party shall discriminate on the basis of age, sex, race, color, religion, national origin, marital status, veteran status, sexual orientation, disability or handicap of otherwise qualified persons within the meaning of, and subject to, the applicable provisions of Federal, state and local laws.

Tuition Waiver: The Supervisor may enroll free of tuition charge for one three-hour course as offered by the Graduate School of Education at Fordham University. This waiver is non-transferable. The course must commence within one year from the date of the letter sent at the end of each semester. This letter will provide further details regarding use of the waiver. The Supervisor may wish to consult their private tax advisor to determine the taxability of tuition waivers.

Termination: The SCHOOL shall have the right in its sole discretion to remove student if SCHOOL determines that student is endangering the health and safety of others or disrupts Agency operations. The SCHOOL will make reasonable efforts to notify the UNIVERSITY in advance of removal. Should the SCHOOL decide to terminate this Agreement, through no fault of student, all efforts will be made to allow student to continue through the remaining term.

PLEASE PRINT:

Site Information

Name and Title of Supervisor

Name of Site

Signature

Date

Street Address

City: _____ State: _____ Zip: _____

Degree and License/Certification

Telephone: () _____

Email

Liz Casey

Date

Director of Field-Based Experience and Accountability
Division of Psychological and Educational Services
Graduate School of Education
Fordham University
113 West 60th Street, Room 1012-E
New York, NY 10023
212.636.6469
elcasey@fordham.edu

MEMORANDUM OF AGREEMENT
School Counseling
300 Hour Elementary (K-8) School Counseling Internship

This Agreement is made this _____ day of _____, 20____ by and between _____
(hereinafter referred to as the SCHOOL) and Fordham University (hereinafter referred to as the UNIVERSITY). This Agreement will be effective for a period from _____ / _____ / _____ to _____ / _____ / _____.

Purpose: The purpose of this Agreement is to provide a qualified Masters Degree graduate student with an internship in the field of school counseling.

The UNIVERSITY shall be responsible for the following:

1. Selecting a student who has successfully completed all the prerequisite courses for the field experience.
2. Providing the SCHOOL with a course outline for the corresponding course taken along with the field experience.
3. Designating a qualified faculty member as the field experience instructor who will work with the SCHOOL in coordinating the internship experience.
4. Notifying the student that he/she must adhere to the administrative policies, rules, standards, schedules, and practices of the SCHOOL.
5. Providing the student with adequate professional liability insurance coverage.

The SCHOOL shall be responsible for the following:

1. Providing the student with an overall orientation to the SCHOOL'S specific services necessary for the implementation of the field experience.
2. Designating a qualified staff member to function as Supervising Counselor for the student. The Supervising Counselor will be responsible with the approval of the administration of the SCHOOL for providing opportunities for the student to engage in a variety of counseling activities under supervision, and for evaluating the student's performance. (Suggested counseling/therapy experiences are included in the course outline.)
3. The selected Supervising Counselor shall:
 - a) Be a permanently state certified counselor.
 - b) Allow and arrange for 1 hour a week of face-to-face supervision for the student, including review/critique of audio/video taped sessions (if applicable to school site).
 - c) Allow and arrange the student to provide counseling to 3-4 clients per week.
 - d) Allow, arrange, and review regular audio or video taping of the student's counseling training/service delivery, or provide direct observation.
 - e) Ensure that the student completes 300 hours per semester of internship experience at the SCHOOL.
 - f) Will complete verification and evaluation forms and send to coordinator.
 - g) Immediately notify the Director of Field-Based Experience and Accountability of any significant issue of a professional or academic nature that might lead to the candidate's inability to complete the internship as anticipated.

Mutual Indemnification Provision: Each Party shall indemnify and hold the other harmless from any and all claims, suits, liabilities, and losses attributable to the negligent acts and omissions of the other party in the performance of its obligations under this Agreement.

Equal Opportunity: It is mutually agreed that neither party shall discriminate on the basis of age, sex, race, color, religion, national origin, marital status, veteran status, sexual orientation, disability or handicap of otherwise qualified persons within the meaning of, and subject to, the applicable provisions

of Federal, state and local laws.

Tuition Waiver: The Supervisor may enroll free of tuition charge for one three-hour course as offered by the Graduate School of Education at Fordham University. This waiver is non-transferable. The course must commence within one year from the date of the letter sent at the end of each semester. This letter will provide further details regarding use of the waiver. The Supervisor may wish to consult their private tax advisor to determine the taxability of tuition waivers.

Termination: The SCHOOL shall have the right in its sole discretion to remove student if SCHOOL determines that student is endangering the health and safety of others or disrupts Agency operations. The SCHOOL will make reasonable efforts to notify the UNIVERSITY in advance of removal. Should the SCHOOL decide to terminate this Agreement, through no fault of student, all efforts will be made to allow student to continue through the remaining term.

PLEASE PRINT:

Site Information

Name and Title of Supervisor

Name of Site

Signature

Date

Street Address

City: _____ State: _____ Zip: _____

Degree and License/Certification

Telephone: () _____

Email

Liz Casey

Date

Director of Field-Based Experience and Accountability
Division of Psychological and Educational Services
Graduate School of Education
Fordham University
113 West 60th Street, Room 1012-E
New York, NY 10023
212.636.6469
elcasey@fordham.edu

MEMORANDUM OF AGREEMENT
School Counseling
300 Hour Secondary (9-12) School Counseling Internship

This Agreement is made this _____ day of _____, 20____ by and between _____
(hereinafter referred to as the SCHOOL) and Fordham University (hereinafter referred to as the UNIVERSITY). This Agreement will be effective for a period from _____ / _____ / _____ to _____ / _____ / _____.

Purpose: The purpose of this Agreement is to provide a qualified Masters Degree graduate student with an internship in the field of school counseling.

The UNIVERSITY shall be responsible for the following:

1. Selecting a student who has successfully completed all the prerequisite courses for the field experience.
2. Providing the SCHOOL with a course outline for the corresponding course taken along with the field experience.
3. Designating a qualified faculty member as the field experience instructor who will work with the SCHOOL in coordinating the internship experience.
4. Notifying the student that he/she must adhere to the administrative policies, rules, standards, schedules, and practices of the SCHOOL.
5. Providing the student with adequate professional liability insurance coverage.

The SCHOOL shall be responsible for the following:

1. Providing the student with an overall orientation to the SCHOOL'S specific services necessary for the implementation of the field experience.
2. Designating a qualified staff member to function as Supervising Counselor for the student. The Supervising Counselor will be responsible with the approval of the administration of the SCHOOL for providing opportunities for the student to engage in a variety of counseling activities under supervision, and for evaluating the student's performance. (Suggested counseling/therapy experiences are included in the course outline.)
3. The selected Supervising Counselor shall:
 - a) Be a permanently state certified or licensed counselor.
 - b) Allow and arrange for 1 hour a week of face-to-face supervision for the student, including review/critique of audio/video taped sessions (if applicable to school site).
 - c) Allow and arrange the student to provide counseling to 3-4 clients per week.
 - d) Allow, arrange, and review regular audio or video taping of the student's counseling training/service delivery, or provide direct observation.
 - e) Ensure that the student completes 300 hours per semester of practicum experience at the SCHOOL.
 - f) Will complete verification and evaluation forms and send to coordinator.
 - g) Immediately notify the coordinator of practica of any significant issue of a professional or academic nature that might lead to the candidate's inability to complete the practica as anticipated.

Mutual Indemnification Provision: Each Party shall indemnify and hold the other harmless from any and all claims, suits, liabilities, and losses attributable to the negligent acts and omissions of the other party in the performance of its obligations under this Agreement.

Equal Opportunity: It is mutually agreed that neither party shall discriminate on the basis of age, sex, race, color, religion, national origin, marital status, veteran status, sexual orientation, disability or handicap of otherwise qualified persons within the meaning of, and subject to, the applicable provisions of Federal, state and local laws.

Tuition Waiver: The Supervisor may enroll free of tuition charge for one three-hour course as offered by the Graduate School of Education at Fordham University. This waiver is non-transferable. The course must commence within one year from the date of the letter sent at the end of each semester. This letter will provide further details regarding use of the waiver. The Supervisor may wish to consult their private tax advisor to determine the taxability of tuition waivers.

Termination: The SCHOOL shall have the right in its sole discretion to remove student if SCHOOL determines that student is endangering the health and safety of others or disrupts Agency operations. The SCHOOL will make reasonable efforts to notify the UNIVERSITY in advance of removal. Should the SCHOOL decide to terminate this Agreement, through no fault of student, all efforts will be made to allow student to continue through the remaining term.

PLEASE PRINT:

Site Information

Name and Title of Supervisor

Name of Site

Signature

Date

Street Address

City: _____ State: _____ Zip: _____

Degree and License/Certification

Telephone: () _____

Email

Liz Casey

Date

Director of Field-Based Experience and Accountability
Division of Psychological and Educational Services
Graduate School of Education
Fordham University
113 West 60th Street, Room 1012-E
New York, NY 10023
212.636.6469
elcasey@fordham.edu

Appendix B

Fordham University Graduate School of Education SCHOOL COUNSELING FIELD EXPERIENCE EVALUATION

Student's Name: _____ Semester: _____ Year: _____

Supervisor's Name & Title: _____

Address: _____

School Name: _____ Check one: This is the student's only evaluation _____
The student will be returning next semester _____

Population Served (Grades, Ages, etc.) _____

Please rate the level of functioning in the following areas, comparing the intern to others whom you have supervised. (1=well

below average, needs considerable improvement, 4=average, satisfactory, 7=outstanding, NA=not applicable)

<u>Counseling/Personal/Social Skills</u>	1	2	3	4	5	6	7	NA
Crisis Management	1	2	3	4	5	6	7	NA
Clinical Judgment	1	2	3	4	5	6	7	NA
Empathy	1	2	3	4	5	6	7	NA
Ability to establish relationships	1	2	3	4	5	6	7	NA
Understanding of students social/emotional needs	1	2	3	4	5	6	7	NA
Ability to support students identity development	1	2	3	4	5	6	7	NA
<u>Academic</u>								
Understanding of the academic requirements of the school	1	2	3	4	5	6	7	NA
Ability to support student's academic needs	1	2	3	4	5	6	7	NA
Skill in assisting students set academic goals	1	2	3	4	5	6	7	NA
<u>Career</u>								
Understanding of career counseling needs of students	1	2	3	4	5	6	7	NA
Knowledge of and skills in using career assessments	1	2	3	4	5	6	7	NA
Ability to conduct career assessment feedback sessions	1	2	3	4	5	6	7	NA
Knowledge of and skills in using career counseling and post-high school planning software	1	2	3	4	5	6	7	NA

<u>Professional Development</u>	1	2	3	4	5	6	7	NA
Relationships with students/clients	1	2	3	4	5	6	7	NA
Relationships with faculty/staff	1	2	3	4	5	6	7	NA
Relationships with other interns	1	2	3	4	5	6	7	NA

Understanding of ethical standards	1	2	3	4	5	6	7	NA
Initiative	1	2	3	4	5	6	7	NA
Responsibility for timely completion of assignments, punctuality and attendance	1	2	3	4	5	6	7	NA
Paperwork, maintenance of student files	1	2	3	4	5	6	7	NA
Involvement in professional organizations	1	2	3	4	5	6	7	NA
Knowledge of the ASCA National Model	1	2	3	4	5	6	7	NA
<u>Multicultural Competence</u>								
Skills	1	2	3	4	5	6	7	NA
Knowledge	1	2	3	4	5	6	7	NA
Awareness	1	2	3	4	5	6	7	NA
<u>Use of Supervision</u>								
Presentation/preparation of cases	1	2	3	4	5	6	7	NA
Openness to supervision	1	2	3	4	5	6	7	NA

Overall Rating **1** **2** **3** **4** **5** **6** **7** **NA**

Project Development and Evaluation

Please describe the intern's strengths:

Please comment on the intern's areas for further development:

Summary/suggestions for further preparation and training:

Please complete all information:

Total # of Hours Accumulated for Current Semester _____

Total # of Indirect Services _____

Total # of Direct Counseling _____

Total # of Hours of Supervision

Supervisor's signature

Date

Intern's signature

Date

Appendix C

FORDHAM UNIVERSITY GRADUATE SCHOOL OF EDUCATION

NEW SITE INFORMATION

We appreciate your interest in providing training opportunities for our students. Please take a moment to complete the following information and return to Liz Casey, Director of Field-Based Experience and Accountability at elcasey@fordham.edu along with a copy of the supervisor's CV.

Date: _____

Site Name: _____

Site Address: _____

Site Phone Number: _____

Additional Site Locations: _____

Internship/Externship Director: _____

Title: _____

Degree(s): _____

Certificate/License #: _____

Phone (direct): _____

Email: _____

Supervisor's name (*if different from above*): _____

Title: _____

Degree(s): _____

Certificate/License #: _____

Phone (direct): _____

Email: _____

What types of counseling activities are students exposed to/trained in (e.g. individual or group counseling, assessment, and testing)?

What other activities will students have the opportunity to engage in (e.g. workshops, programs, teaching, seminars, and lectures)?

With what population(s) will the student be working?

How is supervision generally conducted (how much, from what orientation, group or individual)?

What is the theoretical orientation to counseling?

What opportunities are made available for research and data collection?

Will the intern have ample space to work?

Is the site accessible for those with disabilities?

Other useful information about the site:

Appendix D

Program _____

Semester and Year of Practicum _____

INFORMATION ON FIELD SITES

Student Evaluation/Feedback

Please answer the following questions as thoroughly as possible.

1. Demographics

Name of the School/Agency:

Address of School/Agency:

Telephone Number:

Website:

How far is this site from Fordham's campus? Number of

Student Interns:

Number of Supervisors:

2. Brief Information

Theoretical Orientation at Site:

Types of Counseling Practiced at this Site Types of

Populations:

Nature of counseling experiences in which you engaged at this site:

Nature of guidance activities in which you engaged at this site:

Other training activities in which you participated:

Would you recommend this site to other students? Why?

Do you anticipate openings for interns next semester?

Person to contact in the future for placement:

3. Supervision

Name and title of your supervisor:

Ph.D. in Clinical or Counseling Psychology? State
licensed, license eligible, or not eligible? Theoretical
orientation of supervisor?

Number of hours of individual supervision per week: Number of
hours of group supervision per week:

How would you describe your supervision experience in general?

Did you get adequate consultation time?

Did your supervisor seem interested in your growth and development as a counselor in training?
Please elaborate:

What did you learn from this supervision experience? Please elaborate:

Was this a non-threatening supervisory environment?

4. Physical surroundings

Did you have your own office? If yes, please describe it briefly. If not, please describe
the facility you did use:

Was this site accessible for those who are physically challenged?

5. Emotional Environment

Were you treated as a professional? Please explain:

Were you integrated into the staff, treated as an outsider, or isolated? Please elaborate:

Did you feel that the environment was supportive in general?

6. Development/Learning Environment

Were you able to develop any of your own programs, workshops, groups, etc.?

Was there formal training provided? Please explain:

What type of input did you have into the operations(s) of the site?

Were you asked to do any work other than counseling

Other comments about this site/experience:

Optional: Your Name, E-mail Address and/or Telephone Number:

Appendix E

UNIVERSITY GRIEVANCE PROCEDURES

POLICY:

It is the policy of Fordham University to protect the rights of each student to be free from unlawful discrimination. Students who believe they have been discriminated against with respect to participation in, access to, or benefits of any program or activity within the Graduate School of Education are advised to file a grievance. For additional information, write or call the associate dean for academic affairs or the chairperson of the division in which the program is offered.

INFORMAL PROCEDURE:

Since a formal grievance procedure is a last resort, it is assumed that every effort to resolve the grievance through informal approaches has been conducted by the concerned parties. Nevertheless, the use of informal procedures is not a prerequisite for the submission of the grievance through the formal procedure.

FORMAL PROCEDURE:

Write or call the associate dean for academic affairs or the chairperson of the division in which the program is offered.

For more information please refer to the GSE Bulletin:

<https://bulletin.fordham.edu/gse/policies-procedures/academic/>

Appendix F

STUDENT PERFORMANCE REVIEW AND REMEDIATION POLICY

Goals/Purpose

As our students pursue pathways in the mental health field and work directly with clients in different capacities, our program has a dual responsibility to provide our students with the training they need to be ethically minded and culturally competent mental health professionals and to protect future clients and the psychological profession. As such, our students must possess the knowledge, skills, awareness, and dispositions that are required of the program as aligned with the professional standards of the American Psychological Association, the American Counseling Association, and the [Master's in Psychology and Counseling Accreditation Council \(MPCAC\)](#).

Below we describe the performance review and remediation process, which includes specific steps that are taken when the faculty is made aware of a significant concern related to a student's academic progress, interpersonal/intrapersonal skills/awareness, or professional attitudes and behaviors. Most student concerns do not rise to the level that would warrant a Student Performance Review and Remediation Process as students regularly meet with their advisors and the program faculty routinely evaluate students in the program.

The student performance review and remediation process are activated in the following circumstances: (1) the program is made aware of significant concerns related to the student's performance at a field placement site or (2) an instructor or multiple instructors are made aware of the student's difficulty in successfully meeting the minimum standards in the areas of academic progress, interpersonal/intrapersonal skills/awareness, or professional attitudes and behaviors.

The steps in the Student Performance Review and Remediation Process include:

1. The student's advisor will present the student's specific concern to the Counseling Program Faculty during an executive session meeting. The Counseling Program faculty will discuss and develop an action plan that will identify the faculty member(s) responsible for developing the performance review and remediation plan and timeline. This action plan will be voted on during the executive session and recorded in the minutes.
0. In consultation with any parties involved (e.g., student of concern, student's clinical site supervisor, instructor), the student's advisor will develop a specific remediation plan with a suggested timeline and will present that plan to the Program Faculty during an executive session for a vote. If approved, the student's advisor will contact and make an appointment with the student to discuss the remediation plan and provide the remediation plan in writing. The remediation plan will include a timeframe, usually no longer than sixty (60) days, for successful completion by the student. If not approved, the student's advisor will edit the remediation plan according to program faculty feedback and present the updated plan to the Program Faculty during an executive session for a vote.
0. Upon completion of the steps in the remediation plan, the student will meet with their advisor to review his/her/their progress. If all the objectives in the remediation plan are sufficiently met, the student's advisor will alert the student that he/she/they are no longer in need of remediation. If, however, the student fails to comply with either the steps in the remediation plan or does not complete the steps within the timeframe, the student's advisor will consult

with the program faculty before meeting with the student regarding his/her/their failure to complete the plan.

0. During an executive meeting of the faculty, the student's failure to complete the remediation plan will be carefully discussed. If necessary, the Division Chair as well as other relevant parties (e.g., security, legal, Dean's office) may be consulted. The faculty will then decide to either create an alternative remediation plan or follow the process to formally dismiss the student from the program. If an alternative remediation plan is created, students will be provided this documentation.
0. It is possible that an extension of time will be granted to the student. If the student fails to comply with the plan, despite supportive efforts (e.g., timeline extension), the program faculty will meet to discuss the student's possible dismissal from the program.

It is important to note that this Remediation and Review Policy is not intended to replace or supersede actions that may be taken against a student by Fordham University, for unsatisfactory academic progress or violations of the student code of conduct.

[The GSE Bulletin](#) outlines the academic policies and procedures that govern student retention and dismissal. Students are also expected to adhere to all university policies,

as described in detail in the Fordham University Student Handbook, which is provided as a resource and reference guide to University operations, academic policies and regulations. Additional information is available on [University policies](#), [Residential Life policies](#), and [academic policies in the Undergraduate Bulletin](#).

including the University Code of Conduct policies on nondiscrimination and sexual harassment prevention, and the policy on Academic Integrity. Furthermore, students matriculated in the Counseling and Counseling Psychology Programs are expected to make satisfactory progress in requirements for professional as well as academic performance (as outlined above, regarding Annual Student Progress Reviews).

GSE Student Rights and Due Process

Student Grievance Procedures: The academic policies and procedures cited above include due process for students, should they believe that their rights have been violated. The GSE Student Grievance Procedures (Appendix N) is available from the Office of the Associate Dean or online.

Appendix G

FORDHAM UNIVERSITY SEXUAL AND RELATED MISCONDUCT POLICY

Fordham University is committed to maintaining a community in which its members live, work, and learn in a safe and respectful environment that is free from all forms of sex- and genderbased discrimination. In furtherance of this commitment, and in accordance with Title IX of the Education Amendments of 1972, the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (the “Clery Act”), as amended by the Violence Against Women Act (“VAWA”)/Campus Sexual Violence Act (“Campus SaVE Act”), and Article 129-A and Article 129-B of the New York State Education Law (“Enough is Enough”), the University prohibits the following forms of sexual or related misconduct: sex and gender discrimination, sexual assault, sexual harassment, stalking, dating violence, domestic violence, prohibited consensual relationships, sexual exploitation and other sexual misconduct, and intimidation and/or retaliation as described in Section IV, “Conduct Prohibited by Title IX of the Education Amendments of 1972,” and Section V, “Conduct Prohibited by University Policy and/or Laws Other Than Title IX of the Education Amendments of 1972,” below.

Sexual and related misconduct can occur between strangers, acquaintances, or people who know each other well, including people who are involved in an intimate or sexual relationship, and sexual and related misconduct can be committed by anyone regardless of sex, gender, gender identity, gender expression, or sexual orientation. Fordham will take prompt and effective steps to end the sexual and related misconduct, eliminate the hostile environment, prevent its recurrence, and remedy its effects.

For further details about this policy, reporting, and resources please visit:

<https://www.fordham.edu/resources/policies/sexual-and-related-misconduct-policy-and-procedures/>

Appendix H

Course Sequencing

The school counseling master's degree coursework consists of 60 credits as outlined below. Most courses are offered as six-credit modules; more specifically the following pairs of courses must be taken concurrently (shown in boxes): PSGE 5620 with 5622; PSGE 5630 with 5632; PSGE 6630 with 6632; PSGE 6640 with 6642; and PSGE 6655 with 6652. It is also suggested, but not required that PSGE 6602 be taken with PSGE 6607. **Finally, PSGE 5620 must be taken as a pre-requisite to PSGE 5630, PSGE 6640, and PSGE 6630.** The remaining courses can be taken at the student's scheduling convenience.

The first Internship course (PSGE 6652) may be taken only after students have completed the following **10 courses: PSGE 5620, 5622, 5630, 5632, 6602, 6607, 6630, 6632, 6640, and 6642.** In order to be competent to successfully engage in the Internship, students must complete courses in individual, group, and career counseling, as well as have foundational knowledge of human development and assessment. **If students begin the Field Experience course without completing these required courses, they may be terminated from the program. Please note that the field experience must begin in the Fall semester.**

Full Time Sequence (Fall Start)

Fall (Semester 1)

PSGE 5620 Introduction to Professional School Counseling I *
PSGE 5622 Pre-Practicum in Professional School Counseling I *
PSGE 6602 Human Development *
PSGE 6607 Assessment in Counseling *

Spring (Semester 2)

PSGE 5630 Theories of Counseling for School Counselors *
PSGE 5632 Social Justice Practicum in Professional School Counseling *
PSGE 6640 Career Counseling *
PSGE 6642 Pre-Practicum Career Assessment and Counseling *

Summer (Semester 3)

PSGE 5204 Research Methods in Counseling (<i>self-paced asynchronous</i>)
PSGE 6659 Trauma and Interpersonal Biology (May/June)
PSGE 6630 Group Counseling (July) *
PSGE 6632 Pre-Practicum in Group Counseling (July) *

Fall (Semester 4)

PSGE 6650 Ethics and Professional Issues in School Counseling
PSGE 6652 Field Experience in Professional School Counseling I
PSGE 6645 General Psychopathology
PSGE 6656 Multicultural Counseling

Spring (Semester 5)

PSGE 5627 Counseling for College & Post-High School Planning
PSGE 6417 Developmental and Intellectual Disabilities
PSGE 6605 Counseling Program Development and Evaluation
PSGE 6654 Field Experience in Professional School Counseling II

Other Requirements

PSGE 0705 Masters Comps (<i>In Summer Session I or Spring Y2</i>)
EDGE 0230 Schools Against Violence Education Workshop (<i>Recommended in Y1</i>) *
EDGE 0210 Child Abuse Identification and Reporting Workshop (<i>Recommended in Y1</i>) *
EDGE 0260 Dignity for All Students Workshop (<i>Recommended in Y1</i>) *

* *Internship Prerequisites.*

Full Time Sequence (Summer Start)

Summer (Semester 1)

PSGE 5204 Research Methods in Counseling (*self-paced, asynchronous*)
 PSGE 6659 Trauma and Interpersonal Biology (May/June)

Fall (Semester 2)

PSGE 5620 Introduction to Professional School Counseling I *
 PSGE 5622 Pre-Practicum in Professional School Counseling I *
 PSGE 6602 Human Development *
 PSGE 6607 Assessment in Counseling *

Spring (Semester 3)

PSGE 5630 Theories of Counseling for School Counselors *
 PSGE 5632 Social Justice Practicum in Professional School Counseling *
 PSGE 6640 Career Counseling *
 PSGE 6642 Pre-Practicum Career Assessment and Counseling *

Summer (Semester 4)

PSGE 6630 Group Counseling (July) *
 PSGE 6632 Pre-Practicum in Group Counseling (July) *

Fall (Semester 5)

PSGE 6650 Ethics and Professional Issues in School Counseling
 PSGE 6652 Field Experience in Professional School Counseling I
 PSGE 6645 General Psychopathology
 PSGE 6656 Multicultural Counseling

Spring (Semester 6)

PSGE 5627 Counseling for College & Post-High School Planning
 PSGE 6417 Developmental and Intellectual Disabilities
 PSGE 6605 Counseling Program Development and Evaluation
 PSGE 6654 Field Experience in Professional School Counseling II

Other Requirements

PSGE 0705 Masters Comps (*In Summer Session I or Spring Y2*)
 EDGE 0230 Schools Against Violence Education Workshop (*Recommended in Y1*) *
 EDGE 0210 Child Abuse Identification and Reporting Workshop (*Recommended in Y1*) *
 EDGE 0260 Dignity for All Students Workshop (*Recommended in Y1*) *

* *Internship Prerequisites*

Part Time Sequence (3 classes/semester)

Fall (Semester 1)

PSGE 5620 Introduction to Professional School Counseling I *
PSGE 5622 Pre-Practicum in Professional School Counseling I *
PSGE 6602 Human Development *

Spring (Semester 2)

PSGE 5630 Theories of Counseling for School Counselors *
PSGE 5632 Social Justice Practicum in Professional School Counseling *
PSGE 5627 Counseling for College & Post-High School Planning

Summer (Semester 3)

PSGE 6640 Career Counseling (July) *
PSGE 6642 Pre-Practicum Career Assessment and Counseling (July) *

Fall (Semester 4)

PSGE 6607 Assessment in Counseling *
PSGE 6645 General Psychopathology
PSGE 6656 Multicultural Counseling

Spring (Semester 5)

PSGE 6630 Group Counseling
PSGE 6632 Pre-Practicum in Group Counseling

Summer (Semester 6)

PSGE 6659 Trauma and Interpersonal Biology (May/June)
PSGE 5204 Research Methods in Counseling (<i>self-paced, asynchronous</i>)

Fall (Semester 7)

PSGE 6650 Ethics and Professional Issues in School Counseling
PSGE 6652 Field Experience in Professional School Counseling I

Spring (Semester 8)

PSGE 6417 Developmental and Intellectual Disabilities
PSGE 6605 Counseling Program Development and Evaluation
PSGE 6654 Field Experience in Professional School Counseling II

Other Requirements

PSGE 0705 Masters Comps (<i>In Summer Session I or Spring Y2</i>)
EDGE 0230 Schools Against Violence Education Workshop *
EDGE 0210 Child Abuse Identification and Reporting Workshop *
EDGE 0260 Dignity for All Students Workshop *

* *Internship Prerequisites*

Appendix I

Typical Course Offerings

See advisor

Specific schedule is subject to change and you need to look up classes each semester.
Child Abuse Reporting, School Violence and Dignity for All Students Workshops required prior to internship

Classes & Recommended Sequencing		Typical Time Offered
F a ll (Y e a r 1)	PSGE 5620 Introduction to Professional School Counseling I *	Fall Only: W450-650
	PSGE 5622 Pre-Practicum in Professional School Counseling I *	Fall Only: W7-9
	PSGE 6602 Human Development *	Fall Only: M450-650
	PSGE 6607 Assessment in Counseling *	Fall Only: M7-9
S p r i n g (Y e a r 1)	PSGE 5630 Theories of Counseling for School Counselors *	Spring Only: M450-650
	PSGE 5632 Social Justice Practicum in Professional School Counseling *	Spring Only: M7-9
	PSGE 6640 Career Counseling *	Spring: W450-650
	PSGE 6642 Pre-Practicum Career Assessment and Counseling *	Spring: W7-9
S u m m e r I	PSGE 5204 Research Methods in Counseling	Summer I (asynchronous, self-paced)
	PSGE 6659 Trauma and Interpersonal Biology (May/June)	Summer I (also in Fall)
S u m m e r II	PSGE 6630 Group Counseling (July) *	Summer II (also in Fall & Spring)
	PSGE 6632 Pre-Practicum in Group Counseling (July) *	Summer II (also in Fall & Spring)
F a ll (Y e a r 2)	PSGE 6650 Ethics and Professional Issues in School Counseling	Fall Only: R450-650
	PSGE 6652 Field Experience in Professional School Counseling I	Fall Only: R7-9
	PSGE 6645 General Psychopathology	Fall Only: T450-650
	PSGE 6656: Multicultural Counseling	Fall: T450 (Also in Summer I)
S p	PSGE 5627 Counseling for College & Post-High School Planning	Spring Only: R7-9
	PSGE 6417 Developmental and Intellectual Disabilities	Spring: M450-650

ri n g (Y e a r 2)	PSGE 6605 Counseling Program Development and Evaluation	Spring Only: M7-9
	PSGE 6654 Field Experience in Professional School Counseling II	Spring Only: R450-650

Bilingual Extension Classes

s u m m e r	CTGE 5841 Principles of Bilingual Education OR CTGE 6782 Issues in Bilingual Special Education	Summer I
	EDGE 6101 Race and Multicultural Education OR PSGE 6401 Seminar in Bilingual Students	Summer Intensive Week

Other Requirements

PSGE 0705 Masters Comps (<i>In Summer Session I or Spring Y2</i>)
EDGE 0230 Schools Against Violence Education Workshop (<i>Recommended in Y1</i>) *
EDGE 0210 Child Abuse Identification and Reporting Workshop (<i>Recommended in Y1</i>) *
EDGE 0260 Dignity for All Students Workshop (<i>Recommended in Y1</i>) *

Appendix J

COMPREHENSIVE EXAMINATION: FREQUENTLY ASKED QUESTIONS

ELIGIBILITY REQUIREMENTS

1. *At what point, in the master's program, is one eligible to sit for the comprehensive examination?*

Only students who have completed all required courses or are completing the final semester of required courses may be eligible to take the comprehensive examination. If this eligibility requirement is not met when students take the examination, the examination results will be invalid.

2. *When and how are students expected to register for the master's comprehensive examination?*

The examination is offered 2 times a year (in February and May). All students must register for the comprehensive examination, PSGE 0705, MSE COMPS COUNSELING.

EXAMINATION STRUCTURE & ADMINISTRATION

3. *Please describe the way in which the comprehensive examination is constructed.*

The comprehensive examination typically presents a case vignette and requires responses to questions on applications of theoretical and counseling approaches (e.g., a theory of counseling, career development, psychosocial development, and/or group process); ethical, legal, and multicultural issues; and/or measurement considerations in conceptualizing and designing an intervention plan specifically relevant to the case vignette.

4. *How is the comprehensive examination administered to master's students?*

The comprehensive examination is typically given on the first Friday in the spring semester (February) and in the first summer session (May; specific dates may be located on the Graduate School of Education's Academic Calendar).

It is a 4-hour examination that starts promptly at 10:00 AM and ends promptly at 2:00 PM.

The exam is held on campus in computer labs and all students are required to take the exam at an assigned computer station and adhere to computer lab rules (e.g., no food or drinks allowed). Alternative arrangements may be approved in advance only for students with (a) qualifying health conditions, and (b) if a written request and documentation of the qualifying health condition is submitted to the Coordinator of Comprehensive Examinations during the week of registration preceding the semester that the student intends to take the examination.

All students are expected to adhere to the ethical principles of the American Counseling Association, as well as to maintain the highest academic standards of Fordham University. Academic integrity and honesty should be reflected in students' responses to the exam. It is expected that all students familiarize themselves with the Fordham University policy on academic dishonesty.

PREPARATION FOR EXAMINATION

5. *When should students begin preparing for the comprehensive examination?*

It has been suggested that students anticipating taking the comprehensive examination should begin preparation at least 6 to 8 weeks prior to the date of the examination. Furthermore, it has been suggested that students should spend approximately 6 to 10 hours a week preparing for this exam.

6. *How have students in the past prepared for this examination?*

Students in the past have made several helpful suggestions for those who are preparing for the master's comprehensive examination. They are as follows:

- Form a study group with your peers. Students have found that a group was extremely helpful in fostering a close network of peers to explore ideas about possible topics that might be on the comprehensive examination. Groups that met regularly have helped provide structure and direction to students while preparing for this examination. Students were able to share ideas and strategies, identify and review critical topics, and critique each other's writing. Furthermore, students have found that a peer study group provided a place for emotional support and encouragement.
- Review old comprehensive examinations (previously 2 parts; now combined in 1) that have been provided through eRes (see below), and practice completing a timed "mock examination."
- Familiarize yourself with 2 main individual counseling theories and approaches, 2 career development theories and counseling approaches, 2 psychosocial developmental theories, and group counseling processes.
- Familiarize yourself with the various types of reliability and validity in educational and psychological measurement.
- Review ethical, legal, and multicultural issues in counseling.
- Familiarize yourself with main topics and concepts covered in each of the counseling course modules.

7. *Are there past examinations available in the library or on-line?*

Yes, students can access copies of past master's comprehensive examinations on PES Central by clicking on "Documents" in the left-side panel, then clicking on School Counseling Program Documents.

GRADING

8. *How is the master's comprehensive examination graded? Who are the graders?*

Student examinations are blind-reviewed (i.e., no names are used; only identifying numbers) by an anonymous faculty member. If the initial grader deems the examination insufficient (that is, warrants a FAILING grade), then the examination will be evaluated by a second grader. If both graders conclude that the student receive a FAILING grade, then the student will receive that grade on their transcript for that examination and must re-take the examination the next time it is offered.

9. *What is considered to be a passing/failing grade?*

Each of the student's responses is evaluated on a 4-point scale (1 = *Unacceptable*, 2 = *Marginal*, 3 = *Satisfactory*, 4 = *Excellent*) in relation to the accuracy, clarity and comprehensiveness of the response to the specific questions. An examination grade of 3 and above is passing; 2.5-2.99 warrants revision; and 2.49 and below is a failure.

10. *What is the procedure if a revision is warranted?*

If a revision is warranted - students will meet with their advisor to discuss the reviewer's comments and make a revision plan. Revisions are due to the student's advisor within 1 week.

11. *If students fail the examination on their first attempt, will they have the opportunity to revise their responses to the examination until they receive a passing grade?*

Students who receive a failing grade on their first attempt at the course examination will be given the opportunity to re-take the exam (not the same exam) in the subsequent semester. If students fail the exam on the second attempt, their academic standing will be reviewed and they may be terminated from the program.

12. *What are the implications of a student who has passed the master's comprehensive examination?*

The comprehensive examination provides an impetus for students to integrate their knowledge base across educational and training experiences, as well as move beyond minimal competencies toward a solid professional identity as a professional counselor. Passing the exam is a requirement to obtain one's degree.

Appendix K

Social Justice Practicum Information



FORDHAM UNIVERSITY

GRADUATE SCHOOL OF EDUCATION

Division of Psychological and Educational Services

SCHOOL COUNSELING

100-hour Social Justice Practicum

Program:

Fordham University's School Counseling master's program is a 60-credit program, which includes a 600-hour Field Experience (School Counseling Internship), and 100-hour Social Justice Practicum. The School Counseling program emphasizes knowledge basic to all school counseling settings. Sensitivity to gender and cultural differences and similarities is fostered, social justice advocacy is encouraged and ethical decision-making skills are developed. Graduates of the program are eligible for School Counseling Certification in New York State.

Social Justice 100-hour Practicum Description

Students will apply their counseling skills and knowledge in a K-12 school setting (elementary, middle, or high school). The school must be in significant need of services because it is under-resourced, serves a student population where the majority of students receive free or reduced lunch and/or is identified as one of New York City's high need schools.

Under the supervision of the course instructor and the onsite supervisor, students will work to apply the ASCA National Model in their practicum. Aligned with the MCAC Standards, these field placement experiences will focus on issues related to the promotion of mental health, human development, wellness, cultural competence, and social justice advocacy. During class, students will continue practicing counseling skills in dyads and small groups.

State guidelines for practicum include: a minimum of 40 clock hours of direct student contact in group counseling, individual counseling and school counseling core curriculum lesson delivery; and a minimum of 60 clock hours on developing, implementing and evaluating key school counseling program elements such as: student outcomes and standards, curriculum, individual student needs and plans, responsive services, consultation with others on behalf of student, time management, school counseling program goals, data analysis, action plans, calendars/schedules, advisory panels, councils, and committees.

Students must have a field site prior to starting the course, and all field sites must have departmental approval.

Supervision:

Students receive university-based supervision via enrollment in the Social Justice Pre-Practicum course, which is taken in conjunction with the 100-hour practicum. Site supervision should be provided by a permanently certified school counselor, who will provide weekly supervision, and ensure that students complete the 100 hours of practical experience.

A Fordham University professor will be in direct contact with the site supervisor (certified school counselor) to make sure that protocols regarding field experience expectation are being met. Students are responsible for having their site supervisors complete midterm and end of term evaluations. These evaluations must be signed by the site supervisor and submitted to the professor.

To show our appreciation for your participation, supervisors will receive a voucher for a 3-credit course free of charge to be used within that year.

Appendix L

School Counseling Internship Information



Division of Psychological and Educational Services

SCHOOL COUNSELING

Internship

Program:

Fordham University's School Counseling masters program is comprised of 60 course credits, which includes a 600 hour internship. 300 internship hours must be completed in the elementary grades (K-8) and 300 hours completed in the secondary grades (9-12). The School Counseling program emphasizes knowledge basic to all school counseling settings. Sensitivity to gender and cultural differences and similarities is fostered and ethical decision making skills are developed. Graduates of the program are eligible for School Counseling Certification in New York State.

Eligibility for Internship:

Students are required to take Introduction to Counseling I and II modules, the Group Counseling module, the Career Counseling module, Human Development, and Assessment in Counseling before beginning their internship. This foundation prepares students to successfully intern in a variety of school settings, including public, parochial and private elementary, middle, and high schools. Internships begin in the fall semester, typically at the start of a student's second year in the program.

Matriculated students of the school counseling program are provided professional liability insurance coverage.

Supervision:

Students receive University Supervision through their school counseling field experience classes, which are taken in conjunction with the internship.

Site supervision should be provided by an individual holding permanent certification in the field of school counseling. The Site Supervisor is required to: arrange for the student to provide counseling to 3-4 clients a week; provide opportunities for students to engage in a variety of school counseling activities; conduct or arrange for a minimum of 1 hour of face-to-face supervision per week for the student; and complete an on-line student evaluation form at the end of each semester.

To show our appreciation for your participation, supervisors will receive a voucher for a 3-credit course free of charge.

For Further Information:

Elizabeth Casey, MSEd
 Director of Field-Based Experience and Accountability
 212.636.6469
 elcasey@fordham.edu
 www.fordham.edu/gse

Appendix M

School Counseling Resources

Occupational outlook (U.S. Bureau of Labor Statistics):

<https://www.bls.gov/ooh/community-and-social-service/school-and-career-counselors.htm>

Occupational employment and wages, May 2023 (U.S. Bureau of Labor Statistics) – New York and New Jersey are among the highest paying states for the school counseling occupation: <https://www.bls.gov/oes/current/oes211012.htm#st>

School counselors' salary schedule 2022–2027 (United Federation of Teachers):

<https://www.uft.org/your-rights/salary/doe-and-city-salary-schedules/school-counselor-salary-schedule>

How school counselors will help save our post-pandemic future (Forbes):

<https://www.forbes.com/sites/brennanbarnard/2020/05/28/stimulate-this-how-school-counselors-will-help-save-our-post-pandemic-future/>

School Counselors Evolving Roles (NJSBA)

<https://www.njsba.org/news-publications/school-leader/spring-2024-vol-55-no-4/school-counselors-play-a-larger-role-than-the-guidance-counselors-of-the-past/>