Counselor Education/
School Counseling
Practicum and Internship Handbook
for School Counseling Site Supervisors and
School Counseling Candidates

Lehman College of the City University of New York
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Introduction

Welcome to the exciting journey of practicum and internship field experience as a school counselor candidate or as a site supervisor. We appreciate the time it takes to be an excellent school counselor candidate and know that it is due in large part to the efforts of outstanding school counseling practicum and internship site supervisors at our K-12 partner schools in the Bronx, Manhattan, Queens, and Brooklyn boroughs in NYC, and suburban districts in Westchester and Rockland counties.

To prepare for the journey, please read and discuss the contents of the handbook as a collaborative team of practicum or internship school counselor candidate and site supervisor. After you have read the handbook, return the handbook receipts to the Clinical Coordinator. Signing the receipt means that you have read and agree to participate in practicum and/or internship following this handbook. The handbook provides resources that will help you be successful. If you ever need assistance, do not hesitate to call upon the faculty member teaching the practicum/internship class, the clinical coordinator, Dr. Laura Roberts, or the program coordinator, Dr. Stuart Chen-Hayes. We value your input and want everyone to have a successful experience in transforming K-12 school counseling and closing achievement, opportunity, and attainment gaps. We invite you to help transform school counseling using the National Center for Transforming School Counseling New Vision school counseling definition and skills, an ASCA-Model based developmental school counseling program using school counseling developmental lessons, group and individual counseling and annual planning for all students, and implementation of the National Office for School Counselor Advocacy’s 8 college and career readiness counseling components to help every K-12 student reach their academic, career, college, and personal/social dreams.

M.S.Ed. Program in Counselor Education/School Counseling

Program Overview

Lehman College offers a 48-credit graduate program in Counselor Education/School Counseling. The program emphasizes the school counselor’s advocacy and leadership roles in collaboration with teachers, administrators, families, caregivers, health professionals, community resource networks and others in order to promote equity, access and success for all students and families. CE/SC candidates receive comprehensive knowledge; awareness and skills in transforming school counseling. Graduates are eligible for provisional and permanent School Counselor Certification in New York State. The program is in the Department of Counseling, Leadership, Literacy, and Special Education and the School of the School of Education and is accredited by both the National Council for Accreditation of Teacher Education (NCATE) and the Council for the Accreditation of Counseling and Related Education Programs (CACREP). School Counseling candidates are encouraged to pursue national school counselor certification through the National Board of Certified Counselors (NBCC) and/or the National Board of Professional Teaching Standards (NBPTS).
Since 1999, Lehman’s CE/SC program has been a companion institution with The National Center for Transforming School Counseling (NCTSC) implementing the New Vision of School Counseling (http://www.edtrust.org/dc/tsc/vision). The program infuses the National Student Standards as part of the ASCA National Model School Counseling Program Framework (www.schoolcounselor.org), along with the National Office for School Counselor Advocacy 8 college and career readiness components (http://nosca.collegeboard.org/tools-resources/). School counselor candidates are bound by ethical guidelines set forth by the American School Counselor Association (ASCA), the American Counseling Association (ACA), and the National Association for College Admission Counseling (NACAC) Codes of Ethics.

Mission

The Lehman College Counselor Education/School Counseling program develops culturally competent, ethical, caring, data-driven professional school counselors in a PK-12 urban educational framework. School counselor candidates promote social justice and human rights advocacy in their scholarly, clinical, assessment, evaluation, and school counseling program implementation practices. They develop academic, personal, social, and career/college competencies for all students to help close achievement, opportunity, and attainment gaps. The Counselor Education/School Counseling program climate emphasizes collaboration, leadership, self-awareness, and mutual respect among diverse groups.

Lehman Urban Transformative Education (LUTE)

Lehman’s Counselor Education/School Counseling program reflects the School of Education’s Lehman Urban Transformative Education (LUTE) framework. The LUTE represents the School of Education’s vision for educators and leaders who are or will be responsible for stimulating and supporting the development of knowledge, skills, practices, and dispositions that enrich individuals and, in turn, the communities where they live and work. Our vision is rooted in and extends from the missions of both the City University of New York and Lehman College. We facilitate PreK-18 student academic development competencies, college and career readiness competencies, and personal/social competencies. In all of our work, we strive to close achievement, opportunity, and attainment gaps. The four LUTE themes are I: Empower Our Diverse Community of Educators and Learners; II: Educate and Advocate for Social Action and Equity; III: Realize Potential; IV: Affirm Our Diverse Ethnic and Cultural Contexts.

To access the LUTE Framework along with the executive summary visit the website: http://www.lehman.edu/academics/education/introduction.php

Practicum (EDG 707) and Internship (EDG 743, 744) Information

The school counseling practicum and internship experiences are the largest on-site opportunities to gain experience in a full range of activities of the professional school counselor while working with students, parents and guardians, teachers, administrators,
and other educators at a K-12 school site. The school counselor candidate performs independent activities under the direct supervision of both the site supervisor and the Lehman College program faculty member teaching practicum or internship. School Counselor candidates develop competencies in both direct and indirect services (as outlined on page 6).

Practicum and Internship are culminating experiences in the Counselor Education/School Counseling program. Building upon the knowledge and skills obtained through coursework and pre-practicum activities they provide opportunities for the school counselor candidate to integrate a variety of experiences. To be recommended for certification as a school counselor by Lehman College, school counselor candidates must obtain a minimum grade of B in practicum and internship courses.

The clinical coordinator, Dr. Laura Roberts, must approve all Internship and Practicum sites in advance (November 1 for practicum and April 1 for internship). Work at the site begins only after the candidate has started attending Internship/Practicum class. Candidates taking Internship may continue working toward completing the required hours during the winter session between the fall and spring semester as long as the site supervisor is available and is willing to provide supervision for that period. Candidates are expected to finish course requirements, including completing the required hours, by the end of the Lehman College semester. School Counselor candidates are only eligible to register for practicum and internship if prior program coursework requirements have been met including resolving incomplete grades. School Counselor candidates applying for Practicum and Internship must have completed Child Abuse and Neglect Prevention Training and Violence Prevention Training workshops.

Practicum and Internship applications and site information forms are due months in advance prior to the start of classes. Practicum forms are due by November 1st and Internship Forms are due by April 1st. All required forms are available on the Clinical Coordination course on Blackboard. ALL REQUIRED FORMS FOR PRACTICUM AND INTERNSHIP MUST BE UPLOADED INTO THE APPROPRIATE SECTIONS ON THE “CLINICAL COORDINATION COURSE” ON BLACKBOARD. ALL CE/SC CANDIDATES SHOULD FIND THIS COURSE ON THEIR BLACKBOARD ACCOUNT. IF YOU DO NOT SEE THIS “COURSE” ON YOUR BLACKBOARD ACCOUNT PLEASE CONTACT PROFESSOR ROBERTS.

Practicum (EDG 707) Requirements

All candidates taking Practicum are expected to register for EDG 707 and adhere to course requirements as indicated on the syllabus provided by the instructor. In addition, candidates must complete a minimum of 100 hours of supervised clinical practice in an approved K-12 school setting where appropriate on-site supervision is provided. Candidates are expected to complete the 100 hours using the following breakdown: a minimum of 40 hours of direct services and 60 hours of indirect services.
In accordance with standards established by the Council for Accreditation of Counseling and Related Educational Programs (CACREP), practicum consists of “At least 40 hours of direct service with actual clients that contributes to the development of counseling skills [and] the development of program-appropriate audio/video (digital) recordings for use in supervision or live supervision of the student’s [candidate’s] interactions with clients.” Candidates are expected to spend the additional 60 hours participating in indirect services.

School counselor candidates must receive a minimum of one hour of individual supervision each week from their site supervisor. In addition, candidates meet for Practicum class weekly, during which time they receive group and triadic supervision with a faculty member. All candidates are encouraged to complete additional hours when supervision is available. Candidates should refer to the course syllabus for specific Practicum course requirements.

**Internship (EDG 743 & 744) Requirements**

The internship experience provides candidates with the opportunity to further develop counseling skills and apply their knowledge of counseling in a field-based experience. According to the CACREP standards, candidates must complete a minimum of 600 hours of supervised clinical practice in a K-12, school setting. These hours are customarily completed over the course of two semesters: 300 hours during the fall and 300 hours during the spring. Candidates are expected to complete the required hours using the following breakdown for each semester: a minimum or 120 hours of direct services and 180 hours of indirect services. (Direct and indirect services are outlined below).

Required hours must be fulfilled at an approved school site where appropriate on-site supervision is provided. School counselor candidates must receive a minimum of one hour of individual supervision each week from their on-site supervisor. In addition, they will receive weekly supervision in the internship class by a faculty member. All candidates are encouraged to complete additional hours when supervision is available. Candidates should refer to the course syllabus for specific internship course requirements.

**Direct Services**

According to guidelines set forth by the national accrediting body (CACREP), direct services are opportunities for the school counselor candidate to engage in direct contact with students, parents or guardians, teachers and administrators. CACREP defines direct services as the “interaction with clients that includes the application of counseling, consultation, or human development skills. Direct services include participation in any of the following:

- Individual and group counseling
- Delivery of School Counseling lessons
- Consultation and collaboration with parents, teachers, administrators and other counselors
• Conducting professional development workshops for staff
• Delivering parent and guardian workshops
• Leadership activities

Indirect Services

Indirect services, according to CACREP, are experiences that provide opportunities for the candidate to become familiar with a variety of professional activities and resources. CACREP refers to indirect services as “The opportunity for the student to become familiar with a variety of professional activities and resources in addition to direct service (e.g., record keeping, assessment instruments, supervision, information and referral, in-service and staff meetings). Indirect services may include any of the following:

• Student assessment and planning using data
• Professional development workshops
• Student referrals
• Classroom observations
• School counseling development and implementation
• School counseling program development (foundation, management, and accountability templates and assessments)
• Preparation of school counseling program activities

Non-Counseling Duties

The following non-counseling duties DO NOT meet direct or indirect hour criteria:

• Making disciplinary decisions or imposing disciplinary actions
• Student supervision duty including: bus duty, taking tickets at school events, recess duty, lunch duty, hall duty, etc.
• Substitute teaching of a class
• Clerical work including filing, data entry, and non-ASCA model paperwork
• Course scheduling and schedule changes
• Running errands for school personnel
• Translation services, unless in the service of assisting students and families.
• Tutoring and homework preparation
• Website development unrelated to the School Counseling Program

Digital Recording of Counseling Sessions and Lessons

During both Practicum and Internship, candidates will be required to digitally record their interactions with students during various counseling related activities including: individual/group counseling and delivery of School Counseling Developmental lesson plans. Permission must be granted by a parent or legal guardian in order to digitally record counseling sessions with school-age children, however
parent/guardian permission is not needed to digitally record school counseling developmental classroom lessons as long as the school has informed parents and guardians that candidates may be digitally recorded during classroom lessons. Our program follows the guidelines of the New York State Education Department and the New York City Department of Education. Digital recording of school counseling sessions and classroom lessons is completed for educational purposes only and is permitted for the use of instruction by the New York State Department of Education. Schools that do not approve digital recording for instructional purposes are not acceptable practicum or internship sites. At all times, the rights of the K-12 student are to be protected and confidentiality and anonymity are to be maintained to every extent possible including the immediate erasure of any client digital recording as soon as supervision has been completed. Practicum and Internship candidates take extra precautions including protection of any digital device that is used in recording or presenting student sessions and ensure that the material is not viewed outside of individual or group supervision and that all recordings are erased immediately after supervision. Candidates enrolled in EDG 707, EDG 743, and EDG 744 understand that no discussion or demonstration of their work with clients is permitted outside of the appropriate supervisory settings.

Site and Site Supervisor Requirements for Practicum and Internship:

For certification as a New York State School Counselor and in order to satisfy the requirements of the Master’s degree program the training site must provide the following:

- An accredited pre-K–12 educational institution (public, public charter, or independent).
- A minimum of one hour of on-site weekly, individual supervision, by a certified school counselor with a Master’s degree and a minimum of 2 years of experience. Site supervisors should be employed at the training site for at least one year. In exceptional cases, with prior approval, a licensed school psychologist or social worker may provide on-site supervision if a qualified school counselor is not available.
- The opportunity to engage and participate in direct student/client contact with multiple individuals, multiple counseling groups, during practicum and internship in academic, career, college readiness, and personal/social domains.
- The opportunity to plan, implement and evaluate multiple hours of school counseling developmental lessons in classrooms in academic, career, college readiness, and personal/social domains.
- The opportunity to plan, implement, and evaluate the ASCA national school counseling program framework components including access to school data to help close achievement and opportunity gaps with specific process, perception and results data.
- The opportunity to conduct culturally sensitive school counseling activities that address the academic, career, college readiness and personal/social/needs of a pre-K–12 student body.
- The availability of private and adequate space to conduct counseling sessions and digital recordings.
• The availability to participate in additional professionally relevant training experiences, such as attending administrative leadership, data, inquiry, and IEP team meetings and case conferences.

Responsibilities of the Site School Administration and Site Supervisor

The site supervisor will receive a copy of the Lehman College Counselor Education and Practicum handbook from the school counselor candidate and is expected to read through its contents prior to signing the site supervision agreement form.

• The site school administration holds responsibility for the safety and welfare of the students in the school. The site supervisor should not assign a school counselor candidate to undertake practicum or internship activities outside of regular school hours without the on-site presence of a professional school counselor supervisor.
• The school counselor candidate will be assigned an appropriate site supervisor who has obtained a master’s degree in school counseling, is a certified school counselor with a minimum of 2 years of experience, and who has been employed at the school for at least one year. If a school counselor is unavailable, then, with prior approval, the on-site supervisor may be a certified school psychologist or school social worker, with a minimum of 2 years of experience, and at least one year of employment at the school.
• The site supervisor will co-sign all written time log reports prepared by the school counselor candidate.
• The site supervisor will electronically submit a formative and summative evaluation of the school counselor candidate at the end of both semesters of internship and will submit one summative evaluation of the school counselor candidate during practicum to the Clinical Coordinator.
• The site supervisor will meet with the school counselor candidate for a minimum of one hour per week for individual supervision.
• The school administration and the site supervisor will provide the school counselor candidate with opportunities to fulfill the required direct service hours with pre-K–12 student clients that include multiple group and individual counseling experiences and school counseling developmental lessons focused on developing student academic, career, college readiness, and personal/social competencies.
• The school administration will provide an appropriate place for the school counselor candidate and pre-K – 12 student client(s) to meet. The settings for school counseling shall assure privacy and sufficient space for appropriate digital recording equipment. In addition, procedures assure the protection of each student client’s confidentiality and legal rights.
• The site school administration/site supervisor will allow the school counselor candidate to digitally record interviews for educational purposes only, specifically for faculty supervision and training, commensurate with the guidelines of the New York State Education Department, CACREP, and ASCA. The site supervisor prior to any client/student sessions must receive appropriate consents.
Responsibilities of Counselor Education/School Counseling Program Faculty

- The Counselor Education/School Counseling Program will provide the K-12 school site with suitable practicum and internship candidates who are reviewed and advised by faculty prior to K-12 school placement.
- The practicum/internship instructor retains the responsibility for the training and quality of the work of the school counselor candidate.
- The practicum/internship instructor monitors the ASCA program model assessment at the start of the fieldwork and at the end of each semester to ensure appropriate practicum and internship direct and indirect activities are provided and to monitor the school counselor candidate’s success with data-driven interventions including process, perception, and outcomes.
- The practicum/internship instructor advises the school counselor candidate that s/he must adhere to the administrative policies, procedures, standards, schedules, and practices of the practicum/internship site.
- The practicum/internship instructor must receive the site supervisor’s electronic evaluation (formative and/or summative) of the school counselor candidate prior to assigning a grade.
- The practicum/internship instructor arranges for one site visit/contact during practicum or internship for each supervisee in the presence of both the site supervisor and the school counselor candidate. These contacts are designed to support the work of the school counselor candidate and the site supervisor and to ensure the site meets CACREP accreditation standards. Site supervisors are invited to contact the instructor at any time during the semester to discuss the candidate, ask questions, or to provide feedback.

Responsibilities of School Counselor Candidates:

- School counselor candidates will conduct all of their school counseling practicum or internship activities in accordance with the codes of ethics of the American Counseling Association, the American School Counselor Association, and the National Association for College Admission Counseling.
- Practicum and Internship sites must be approved the semester before they begin, i.e. November 1st deadline for practicum and April 1st deadline for internship. Applications for Practicum and Internship can be obtained on the Clinical Coordination Course on Blackboard. Once the application is fully completed and signatures obtained, completed applications must be uploaded onto the Clinical Coordination course on Blackboard. Be sure that the site supervisor has a copy of the application.
- Read the Practicum and Internship Handbook as well as the syllabus provided by the course instructor.
- Give a copy of the Practicum and Internship Handbook to the site supervisor.
• School Counselor candidates will maintain liability insurance coverage during their practicum/internship from ASCA and show proof of insurance to site supervisors and upload it onto the Clinical Coordination course on Blackboard.
• School Counselor candidates may be employed in the school where they complete school counseling practicum/internship. However, school counselor candidates may not provide counseling to a student they currently teach or in the future. School Counselor candidates may not function in a school counselor’s role with students with whom they work as part of another role.
• School Counselor candidates must be enrolled in Practicum (EDG 707) or Internship (EDG 743/744) courses at Lehman College during their practicum or internship.
• Either the site supervisor or the faculty supervisor with justifiable reasons may initiate premature termination of the practicum/internship. The Clinical Coordinator will work with the site supervisor, Program Coordinator, faculty instructor, and school counselor candidate in planning for appropriate termination activities.

Required Documentation:

The following documents must be uploaded onto the Clinical Coordination course in Blackboard prior to starting your practicum (November 1 deadline the prior semester) and/or internship (April 1 deadline the prior semester). Failure to follow through with uploading all of the required documentation may result in temporary suspension from practicum/internship site experience and a final grade of INCOMPLETE.

1. Copy of PPD test completed within the last year (or chest X-ray results) *
2. Fingerprint clearance document *
3. Proof of training in both Child Abuse Prevention & Violence Prevention *
4. Proof of DOE employment
5. Counseling On-Site Supervisor Application and Agreement Form completed and signed and with the following signatures: School Counseling Candidate, Clinical Coordinator and Site Supervisor
6. Copy of ASCA liability insurance limits page and current ASCA membership card
7. Copy of unofficial transcript indicating courses completed at Lehman College.
8. Handbook Receipts- Candidate and Site Supervisor
9. At the end of each semester, candidates are expected to upload Time Logs that provide a detailed overview of the direct and indirect hours completed. Both the school counseling candidate and site supervisor must sign time logs.
10. Completion of online site information survey (Survey will be emailed to candidates at the start of the semester).
11. Completion of a summative evaluation of their clinical experience.

* These documents are not required for DOE employees.
** During the spring semester, after completion of all required hours.

Fingerprinting and Immunizations
All candidates who obtain practicum/internship placements within the New York City Department of Education must be fingerprinted. If you have not already been fingerprinted through the NYCDoe you will need to request a fingerprinting verification letter from the clinical coordinator and bring the letter, along with a valid identification to 65 Court Street in Brooklyn. The current fee for fingerprinting is $115, which may be rendered in the form of a check or money order.

All immunizations should be up to date including a current copy of a PPD Mantoux test. If you have tested positive for tuberculosis in the past, you do not need and should not have the PPD test performed again. Instead, have your doctor do a chest X-ray and submit the results of the X-ray reading and the negative results are uploaded onto Blackboard.

Dismissal for Non-academic Behaviors Policy

The Graduate Program in Counselor Education/School Counseling has a thorough admissions process. Every attempt is made to identify qualified candidates who will contribute to transforming school counseling. Once a candidate is matriculated and prior to beginning coursework, the candidate is assigned a faculty advisor with whom they are expected to meet every semester to review their status in the program. Each semester, school counseling candidates are evaluated by the program faculty. If there is any indication that a candidate is behaving contrary to the ASCA, ACA & NACAC Codes of Ethics, the following actions will be taken:

- All concerns regarding candidates should be brought to the attention of practicum/internship faculty, clinical coordinator, the candidate’s faculty advisor and the department chair.
- Recommendations will be made for how the candidate will address and correct the behavior. Appropriate sections of the ASCA, ACA, & NACAC Codes of Ethics will be reviewed with the candidate.
- The faculty advisor will document all meetings pertaining to the candidate and the identified concerns and receive continual updates of the candidate’s progress from the faculty and/or site supervisor. The candidate will be advised of concerns and the process that leads to dismissal.
- The Clinical Coordinator will contact the site supervisor of any school counselor candidate when a concern occurs in Practicum or Internship in order to determine and assess the candidate’s behavior at the site.
- If the behavior of concern is not improved and/or the candidate continues to violate the ethical codes, the Counselor Education faculty will discuss the concerns and behavior, including the input and recommendations of the site supervisor. A decision will be made regarding the need to either remove the candidate from the program and/or to determine a further corrective action plan.
- If a corrective action plan is developed, the school counselor candidate and a faculty member will sign it. Copies will be given to the candidate, the candidate’s faculty advisor, the Clinical Coordinator, the Program Coordinator, the
Counseling, Leadership, Literacy, and Special Education Department Chair, the Director of Graduate Studies, and the Vice President for Student Affairs.

- If the school counselor candidate is to continue in the program with a corrective action plan, the faculty advisor and one full-time faculty member will meet with the school counselor candidate to present this information. These two faculty members will continue to monitor the behavior of the school counselor candidate and provide feedback to the school counselor candidate.

- If there is uncertainty regarding a recommendation, the program coordinator will consult with the ASCA, ACA, or NACAC ethics committees.

- If the recommendation is that the school counselor candidate be dismissed from the program, the faculty advisor and one other full-time faculty member will present the recommendation and the documentation to the Clinical Coordinator, the Program Coordinator, the CLLSE Department Chair, the Dean of the School of Education, the Director of Graduate Studies, and the Vice President for Student Affairs to implement a course of action that follows Lehman College guidelines.

New York State School Counselor Certification

The New York State Education Department permits Counselor Education/School Counseling candidates to apply for provisional certification after completing 30 credits, including Practicum, in Counselor Education/School Counseling. Candidates may apply for provisional certification at NYSED.gov. Upon completion of the 48-credit Master’s degree program in Counselor Education/School Counseling and two years experience, a graduate of the program may apply to the New York State Education Department for permanent certification as a school counselor.

The School of Education only recommends candidates for permanent certification who have completed the 48-credit Master’s degree program, and who have earned a minimum grade of B in EDG 707, EDG 743, and EDG 744.

Thanks to Site Supervisors and School Counselor Candidates

Thank you for reading this manual to understand the expectations and necessary steps to ensure a successful experience for both school counselor candidate and site supervisor. CE/SC faculty are available to provide support and consultation and look forward to working together to transform school counseling in metro NYC.

For site supervisors, we hope you are enthusiastic about your role as a mentor, teacher, and model of transformative professional school counseling practice and we sincerely thank you for the effort in helping to educate the next generation of school counselors. We appreciate your willingness to serve as a site supervisor. You make an important contribution to the future of the profession of school counseling.

All practicum and internship site supervisors are invited to our annual School of Education LUTE Awards Ceremony and Appreciation Day every May.