

# 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 2017-18

Clinical Coordinator:  
Dr. Laura Roberts  
[laura.roberts@lehman.cuny.edu](mailto:laura.roberts@lehman.cuny.edu)

Program Coordinator:  
Dr. Stuart Chen-Hayes  
[stuart.chen-hayes@lehman.cuny.edu](mailto:stuart.chen-hayes@lehman.cuny.edu)

Bilingual Advanced Certificate Coordinator and CACREP Liaison:  
Dr. Faith Deveaux  
[faith.deveaux@lehman.cuny.edu](mailto:faith.deveaux@lehman.cuny.edu)

Faculty:  
Dr. Alyse M. Anekstein  
[alyse.anekestein@lehman.cuny.edu](mailto:alyse.anekestein@lehman.cuny.edu)

Introduction.....	3
M.S. ED in Counselor Education/School Counseling.....	3
Program History.....	3
Mission.....	4
Program Objectives.....	4
LUTE School of Education Conceptual Framework .....	5
Practicum and Internship Overview.....	5
Practicum EDG 707 Requirements.....	6
Internship EDG 743 and 744 Requirements.....	7
Direct Services.....	8
Indirect Services .....	8
Non-Counseling Duties .....	8
Digital Recording .....	9
Site and Site Supervisor Requirements .....	9
Responsibilities of School Site Administration and Site Supervisor.....	10
Responsibilities of Counselor Education Faculty.....	11
Responsibilities of School Counselor Candidates.....	12
Required Documentation.....	13
Fingerprinting and Immunizations.....	13
Dismissal for Non-Academic Behaviors Policy.....	14
New York State School Counselor Certification.....	15
Thanks to Site Supervisors and School Counselor Candidates.....	15
School Counseling Resources Especially for Site Supervisors (ASCA Model; Ethics).....	15
Supervision Contract.....	16

## **Introduction**

Welcome to the exciting journey of practicum and internship field experiences as a school counselor candidate or as a site supervisor. We appreciate the time it takes to be an excellent school counselor candidate. 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 including Westchester and Rockland counties.

To prepare for the journey, please read and discuss the contents of this handbook as a collaborative team of practicum or internship school counselor candidate and site supervisor. After reading 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 the guidelines of the Lehman Counselor Education/School Counseling practicum and internship 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 to help every K-12 student reach their academic, career, college, and social-emotional dreams.

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

### **Program History**

For more than four decades, the Lehman College Counselor Education/School Counseling program has prepared hundreds of counseling professionals serving individuals in New York City and surrounding areas. In addition to acquiring positions as professional school counselors, graduates of our program also work as bilingual school counselors, college access/admission counselors, career counselors, and counselors in nonprofit community settings. The Counselor Education/School Counseling program at Lehman is a 3-year, 48-credit graduate degree including winter and summer sessions. The program is nationally accredited by the Council for the Accreditation of Educator Preparation (CAEP) and the Council for the Accreditation of Counseling and Related Educational Programs (CACREP). We also offer a Bilingual Counselor Education/School Counseling Advanced Certificate to current students and alumni.

The Counselor Education/School Counseling began in the late 1960s when Lehman emerged from Hunter-in-the-Bronx as its own college with a focus on community and school counseling. In the late 1990s, the focus shifted to school counseling with a partnership through

the National Center for Transforming School Counseling. In 2002, the program was redesigned to meet national CACREP accreditation standards, adding 50 hours of pre-practica, an 100-hour practicum, a 600-hour internship, and infusing the American School Counselor Association National Model: A Framework for School Counseling Programs. Lehman's Counselor Education/School Counseling program was fully accredited by CACREP in 2008, the first public program in New York City to receive this designation. In 2009, the program partnered with the National Office for School Counselor Advocacy to infuse college access/admission/affordability counseling in coursework and fieldwork.

In 2014, program faculty and alumni facilitated and presented at the first New York State School Counselor Summit. Also in 2014, Lehman College faculty began a partnership with the White House School Counseling/College Access Convenings and participated/presented at the Harvard, San Diego State (2015), University of Florida (2016), and American University (2016) convenings. Out of that collaboration, Lehman was awarded a grant to create a stand-alone College Access course with the other three CUNY Counselor Education/School Counseling programs from CUNY Central, which was implemented in 2016. Lehman College faculty were appointed to the New York State (NYSED) Higher Education Advisory Council and directly involved in the drafting, writing, and approval of the new New York State School Counselor Education and newly revised School Counselor regulations approved in 2017. Please review those amendment changes here, which will require a number of changes including K-12 school counseling programs led by certified school counselors in every public elementary, middle, and high school by 2020:

<http://www.regents.nysed.gov/common/regents/files/517brca14.pdf> .

## **Mission**

The Lehman College Counselor Education/School Counseling program develops culturally competent, ethical, caring, data-driven professional school counselors in a P-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.

## **Program Objectives**

1. Candidates demonstrate knowledge of professional school counseling interventions in the following: identity/ethics, counseling theories and techniques, group work, multicultural counseling, career counseling, human development, assessment, research and program evaluation, leadership/advocacy/consultation, college access, and trauma/violence/chemical dependency skills with course artifacts.
2. Candidates demonstrate ability to assess and implement American School Counselor Association (ASCA) National Model Framework for School Counseling Programs using artifacts including School Counseling Program Assessment, Action Plans, Results

Reports, and Lesson Plan Outlines in practicum, internship, and school counseling program action research projects.

3. Candidates know and use evidence-based and data-informed practices in delivering, implementing, and evaluating school counseling programs and interventions to help close achievement, opportunity, and attainment gaps.
4. Candidates demonstrate excellent individual counseling, group counseling, school counseling core curriculum lesson plan development and implementation, and planning/advising for all students in pre-practicum, practicum, and internship experiences.
5. Candidates complete 50 hours of supervised pre-practicum, 100 hours of practicum and 600 hours of internship in K-12 schools.
6. Candidates demonstrate 11 appropriate dispositions for school counseling in culturally and linguistically diverse K-12 schools and in the graduate program: Respectful interactions; engaged and enthusiastic learning; effective listening and speaking skills; support peers; give meaningful and constructive feedback; receive feedback nondefensively; trustworthiness; warmth; kindness; affirm differences; professionalism.

### **Lehman Urban Transformative Education (LUTE):**

LUTE is the mission statement for the School of Education at Lehman College:

Education holds transforming power - of individuals and society. Our efforts to educate are shaped by these core purposes:

- to understand difference and diversity as foundations for learning and teaching;
- to work collaboratively to create ideas that incorporate and/or represent multiple perspectives;
- to create a place where human relationships are valued and nurtured;
- to create an environment that is responsive to change and need.

Our mission is to facilitate the development of competent, caring, qualified educators.

For more information on the LUTE, click on the following link:

<http://www.lehman.cuny.edu/academics/education/introduction.php>

### **Practicum and Internship Overview:**

The school counseling practicum and internship experiences are the large on-site opportunities to experience a range of academic, career, college access, and social-emotional activities and interventions developing professional school counselor skills in working with students, parents and guardians, teachers, administrators, and other educators at a K-12 school site. As of 2020, all candidates must complete a K-8 and a high school experience for fieldwork (i.e., either practicum or internship in a high school setting and either practicum or internship in an elementary or middle school setting). 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 varied experiences. To be recommended for New York State 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 for practicum candidates by December 1 of the prior semester and for internship candidates May 1 of the prior semester. 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 if the site supervisor is available and 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 the following workshops: 1.) Child Abuse Identification; 2.) School Violence Intervention and Prevention and 3.) Dignity for All Students (DASA).

Practicum and Internship applications and site information forms are due prior to the start of classes (December 1 for practicum; May 1 for internship). All required forms are available to candidates 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. IF YOU AS A CE/SC CANDIDATE DO NOT SEE THIS "COURSE" ON YOUR BLACKBOARD ACCOUNT, E-MAIL [laura.roberts@lehman.cuny.edu](mailto:laura.roberts@lehman.cuny.edu) IMMEDIATELY.

### **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 at an approved K-12 school setting where appropriate on-site supervision is provided of at least one hour a week. Candidates are expected to complete the 100 hours using the following breakdown: a minimum of 40 hours of direct service and 60 hours of indirect service.

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 that build the school counseling program using the ASCA School Counseling Program Assessment as a guideline to assess, implement, and evaluate specific school counseling program templates/artifacts: <https://www.schoolcounselor.org/school-counselors-members/asca-national-model> . As of 2020, New York State School Counselor Education regulations state that  $\frac{1}{3}$  of direct service should be individual counseling,  $\frac{1}{3}$  group counseling, and  $\frac{1}{3}$  school counseling curriculum lesson delivery.

School counselor candidates must receive a minimum of one hour of individual supervision each week from their site supervisor, a certified school counselor with at least two years experience. In addition, candidates meet for Practicum class weekly, a time when 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 of 120 hours of direct service and 180 hours of indirect service using the ASCA School Counseling Program Assessment as a guideline: Candidates are expected to spend the indirect services building the school counseling program using the ASCA school counseling Program Assessment as a guideline to assess, implement, and evaluate specific school counseling program templates/artifacts: <https://www.schoolcounselor.org/school-counselors-members/asca-national-model> .. (Direct and indirect services are outlined below).

Required hours must be fulfilled at an approved K-12 school site where appropriate weekly face-to-face on-site supervision is provided of at least one hour by a certified school counselor with at least two years experience. 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. As of 2020, New York State School Counselor Education regulations state that  $\frac{1}{3}$  of direct service should be individual counseling,  $\frac{1}{3}$  group counseling, and  $\frac{1}{3}$  school counseling curriculum lesson delivery. Direct services include participation in any of the following:

- Individual and group counseling
- Delivery of School Counseling curriculum 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 program development and implementation
- School counseling program development (foundation, management, and accountability templates and assessments)
- Preparation and evaluation 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 one's own students and families.
- Tutoring and homework preparation
- Website development unrelated to the School Counseling Program

### **Digital Recording of Counseling Sessions and 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. During both Practicum and Internship, candidates are required to digitally record their interactions with students during various counseling related activities including individual and group counseling and delivery of School Counseling Curriculum developmental lessons. Permission must be granted by a parent or legal guardian to digitally record counseling sessions with school-age children and adolescents, however parent/guardian permission is not needed to digitally record school counseling developmental classroom lessons IF the school has informed parents and guardians that candidates may be digitally recorded during classroom lessons. 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 behind closed doors.

### **Site and Site Supervisor Requirements for Practicum and Internship:**

For certification as a New York State School Counselor and to satisfy the requirements of the Lehman College Master's degree in Counselor Education/School Counseling, the training site must provide the following:

- An accredited K–12 educational institution (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 until 2020, when New York State regulations require certified School Counselor supervision..
- The opportunity to engage and participate in direct student/client contact with multiple individuals, multiple counseling groups during practicum and internship to deliver

academic, career, college access/affordability/admission, and social-emotional competencies.

- The opportunity to plan, implement, and evaluate multiple hours of school counseling developmental lessons in classrooms providing academic, career, college access/affordability/admission, and social/emotional competencies.
- The opportunity to plan, implement, and evaluate the ASCA national school counseling program framework template/artifact components including access to school data to help close achievement and opportunity gaps with specific process, perception and results data: <https://www.schoolcounselor.org/school-counselors-members/asca-national-model>
- The opportunity to conduct culturally sensitive school counseling activities that address the academic, career, college access/affordability/admission, and social-emotional needs of a K–12-student body.
- The availability of private and adequate space to conduct individual and group 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 Site School Administration and Site Supervisor**

The site supervisor receives 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. Further, all supervisors are required to participate in an online “mini-workshop” for site supervisors. Site supervisors will be instructed on how they can access the online training which includes a brief video orientation, a series of powerpoint slides, and a few learning assessment questions at the end that are sent to the Clinical Coordinator upon completion..

- 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 until 2020, when New York State regulations require only certified school counselors.
- 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 lesson development and implementation focused on developing student academic, career, college access/affordability/admission, and social-emotional competencies.
- The school administration will provide an appropriate place for the school counselor candidate and 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 School Counseling 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-informed school counseling program interventions and evaluation including process, perception, and outcomes using ASCA School Counseling Program Model Closing The Gap Action Plans and Results Reports.
- 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.

- The practicum/internship instructor ensures that school counselor candidates conduct themselves in a professional manner and maintain their conduct in accordance to the ethical standards established by the American Counseling Association (ACA), the American School Counselor Association (ASCA), and the National Association for College Admission Counseling (NACAC).

### **Responsibilities of School Counselor Candidates:**

- School counselor candidates will conduct all of their school counseling practicum and internship activities in accordance with the codes of ethics established by three counseling organizations: the American Counseling Association (ACA), the American School Counselor Association (ASCA), and the National Association for College Admission Counseling (NACAC).
- Practicum and Internship sites must be approved the semester before they begin, i.e. December 1st deadline for practicum and May 1st deadline for internship. Applications for Practicum and Internship are 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. Candidates must be sure that the site supervisor has a copy of the application.
- Read the Practicum and Internship Handbook and the syllabus provided by the course instructor.
- Give a copy of the Practicum and Internship Handbook to the site supervisor.
- School Counselor candidates maintain \$1 million in liability insurance coverage during their practicum/internship from ASCA as student members. They show proof of insurance/current ASCA student membership 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 will teach in the future. School Counselor candidates may not function in a school counseling 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 saved as **ONE FILE IN THE SAME ORDER THAT IS**

***LISTED BELOW*** and then uploaded onto the Clinical Coordination course in Blackboard prior to starting your practicum and/or internship. 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. Practicum/Internship Application and Site Supervisor Agreement (p. 1 and 2)
2. Handbook Receipt – Site Supervisor (p. 3)
3. Handbook Receipt - Student (p. 4)
4. Copy of ASCA liability insurance limits page and current ASCA membership card
5. Copy of unofficial transcript indicating courses completed at Lehman College
6. Proof of DOE employment \*

\* If you are NOT a DOE employee then you must include the following documents at the end of your application file:

7. Fingerprint clearance
8. Copy of a PPD test completed within the last year (or chest X-ray results)
9. Completion of training in Child Abuse Identification
10. Completion of training in School Violence Intervention and Prevention
11. Completion of training in Dignity for All Students Act (DASA)

### **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 been fingerprinted through the NYCDOE you must request a fingerprinting verification letter from the Clinical Coordinator. Bring the letter, and a valid piece of identification to 65 Court Street in Brooklyn. The current fee for fingerprinting is \$115, which may be paid by check or money order.

All immunizations should be current and include a 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 upload the negative results 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 on their dispositions and academic and professional success. If there is any indication that a candidate is behaving contrary to the ASCA, ACA, and/or NACAC Codes of Ethics, the following actions will be taken:

- All concerns regarding candidates will be brought to the attention of practicum/internship faculty, the clinical coordinator, the candidate's faculty advisor, the program coordinator, and if necessary, the CLLSE 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 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 CLLSE 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/initial certification after completing 30 credits in Counselor Education/School Counseling and earning a B grade in EDG 707 - Practicum (which fulfills the College Supervised Internship-School Counseling requirement). Candidates may apply for provisional/initial certification at [NYSED.gov](http://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. In 2020, candidates must complete 48 credits, practicum, and internship for provisional certification.

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.

### **School Counseling Resources Especially for Site Supervisors:**

#### **2016 American School Counselor Association (ASCA) Ethical Standards**

<https://www.schoolcounselor.org/asca/media/asca/Ethics/EthicalStandards2016.pdf>**2014**

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

<http://www.counseling.org/docs/ethics/2014-aca-code-of-ethics.pdf?sfvrsn=4>

#### **2016 National Association for College Admission Counseling (NACAC) Statement of Principles of Good Practice (SPGP)**

[https://www.nacacnet.org/globalassets/documents/advocacy-and-ethics/statement-of-principles-of-good-practice/spgp\\_10\\_1\\_2016\\_final.pdf](https://www.nacacnet.org/globalassets/documents/advocacy-and-ethics/statement-of-principles-of-good-practice/spgp_10_1_2016_final.pdf)

#### **ASCA National Model Framework for School Counseling Program Artifact Templates:**

<https://www.schoolcounselor.org/school-counselors-members/asca-national-model/asca-national-model-templates>

- Annual Agreement (School Counselor and Building Leader)
- ASCA Mindsets & Behaviors Program Planning Tool
- **Closing-the-Gap Action Plan\* (required for all prac/intern candidates)**
- **Closing-the-Gap Results Report\* (required for all prac/intern candidates)**
- Group Beliefs about School Counseling Program
- Lesson Plan Outline for SC Curriculum
- School Counseling Curriculum Action Plan
- School Counseling Curriculum Results Report

- School Counselor Competencies
- School Data Profile for SC Program Use
- School Counselor Performance Appraisal
- **School Counseling Program Assessment\* (req'd for all prac/intern candidates 2x)**
- Small-Group Counseling Action Plan
- Small-Group Counseling Results Report
- SMART Goals Worksheet for SC Program
- Use-of-Time Assessment for School Counselors

**American School Counselor Association Mindsets & Behaviors for Student Success: K-12 College- and Career-Readiness Standards for Every Student**

[https://www.ncda.org/aws/NCDA/asset\\_manager/get\\_file/3384?ver=16587](https://www.ncda.org/aws/NCDA/asset_manager/get_file/3384?ver=16587)

**National Office for School Counselor Advocacy (NOSCA) Eight Components of College and Career Readiness Counseling**

[https://secure-media.collegeboard.org/digitalServices/pdf/nosca/11b\\_4416\\_8\\_Components\\_WEB\\_111107.pdf](https://secure-media.collegeboard.org/digitalServices/pdf/nosca/11b_4416_8_Components_WEB_111107.pdf)

**National Career Development Association (NCDA) Guidelines Framework**

[https://www.ncda.org/aws/NCDA/asset\\_manager/get\\_file/3384?ver=16587](https://www.ncda.org/aws/NCDA/asset_manager/get_file/3384?ver=16587)

**New York State School Counselor and School Counselor Education regulations**

(approved April, 2017, effective 2020):

<http://www.regents.nysed.gov/common/regents/files/517brca14.pdf>

**Supervision Contract for Lehman College Counselor Education/School Counseling:**

**Name of Site Supervisor/Faculty:** \_\_\_\_\_

**Name of Supervisee/School Counseling Candidate:** \_\_\_\_\_

**1. Theories of Supervision that will be used (check all that apply)**

- a. ASCA-Model Artifacts/School Counseling Program Administration (Hatch)
- b. Integrated Developmental Model (IDM) (Stoltenberg & Delworth)
- c. Discrimination Model (Bernard)
- d. Counseling Theory-based (list theories: \_\_\_\_\_)
- e. Gap-Closing, Equity, Multicultural/Social Justice
- f. Other (list: \_\_\_\_\_)

**2. Modalities of Supervision to be used (check all that apply):**

- a. Review of Digital Recordings
- b. Review of Audio Recordings
- c. Case Conceptualization
- d. Live Supervision

\_\_\_e. Triadic Supervision

\_\_\_f. Other (list:\_\_\_\_\_)

**3. Specify weekly supervision day, time (one hour minimum and private location):**

**Day: M T W TH F**

**Time:**

**8-9am 9-10am 10-11am 11am-Noon Noon-1pm 1-2pm 2-3pm 3-4pm Other:\_\_\_\_\_**

**Location (Building and Room #):**

\_\_\_\_\_  
**School Counselor Candidate/Supervisee Signature**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Site Supervisor/Faculty Supervisor Signature**

\_\_\_\_\_  
**Date**

**Note: Copy of this document needs to be uploaded in the Clinical Coordination Website on Blackboard by the SC candidate/supervisee**