



School Counseling Graduate Applicant Handbook

M.S. in Education: School Counseling

Brooklyn College, City University of New York

Department of School Psychology, Counseling, and Leadership

School Counseling Graduate Program

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What is the philosophy of the School Counseling Graduate Program?

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

Upon completion of the program students will be able to: apply the knowledge base of counseling and evidence-based practices to develop, implement, and evaluate comprehensive developmental school counseling programs; assume the roles and functions of the professional school counselor as described by the Council for Accreditation of Counseling and Related Programs (CACREP), the American School Counseling Association (ASCA) National Standards, and ASCA National Model; apply and adapt theories of counseling, human development, educational and psychological assessment, career and educational development, family counseling and group dynamics into effective evidenced-based interventions and practices for diverse individuals, groups, and families; develop empowering relationships between parents/communities and educators that contribute to the academic, social and emotional development of students; identify and apply leadership group dynamics knowledge and skills into effective classroom counseling interventions; knowledge of sources of career information to student development and aspirations; use formal and informal assessment procedures to identify student and school community needs, focus interventions, and assess counseling intervention and programmatic outcomes and effectiveness; demonstrate ethical behavior based on the ethical standards for ACA and ASCA, and understand the legal issues relevant to school counseling; exhibit the professional leadership and social advocacy skills necessary to serve as an effective change agent, and advance the cause of disenfranchised or underrepresented groups, parents, and students; foster self-reflective capacities in oneself and others that facilitate personal, emotional, social, and spiritual development and that allow one to consider the meaningfulness of education as a life-long evolutionary process.

Social Justice

Social justice can be defined as the creation of a society or institution that focuses on the principles of human equality and solidarity and recognizes the rights and dignity of every person¹. Our program believes in this practice whole-heartedly and we encourage our students to examine their own experiences, biases, and privileges with regards to age, ability, ethnicity, gender/gender expression, language, national origin, race, religion, social class, and sexual orientation. Through your coursework, group work, readings, and assignments you will reflect on these issues, individually and collectively.

¹ Education and Social Justice By J. Zajda, S. Majhanovich, V. Rust, 2006

Mindfulness

As counselor educators we want to model the way we would like counselors to be in the schools. We think education should be a positive, nourishing, growth-enhancing, experience for all.

Mindfulness—witnessing with compassion one's thoughts, feelings, sensations, and behavior in a particular way, moment to moment, is an essential component of the program. Mindfulness is vital to understanding yourself and the role you play in your own life, and it also allows you to consider the perspective of others. It is an important skill in becoming a multiculturally competent counselor.

The Conceptual Framework of the Brooklyn College School of Education

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

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

The complete conceptual framework is available on line at <http://depthome.brooklyn.cuny.edu/schooled/conframe.htm>.

Program Goals

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

Application Questions

How do I apply?

You must submit an online application, which can be accessed here: <https://websql.brooklyn.cuny.edu/graduate/>.

Should you have application questions, you may contact the Office of Graduate Admissions in 1602 James Hall or by email at grads@brooklyn.cuny.edu

Are GREs required?

GRE scores are not required; however, candidates may submit scores for consideration as part of the application process.

Is there a deadline for filing application?

Yes, the deadline for submission of the application and supporting materials is March 1st.

Can I complete this program online?

All of our classes are campus-based; no courses in the School Counseling program are offered online.

What are the requirements for admission?

Applicants for admission will be required to meet the general admission requirements.

You can find the admissions and matriculation requirements at:

http://www.brooklyn.cuny.edu/courses/acad/program_info.jsp?major=646&div=G&dept_code=33&dept_id=526#646

Admissions materials

Applicants must submit:

- Transcripts from any undergraduate institutions attended
- If you have a previous Master's degree, transcripts from your degree
- Two letters of recommendation
- A personal statement detailing the applicant's commitment and potential for developing effective relationships with children, youth, and adults from diverse backgrounds and abilities, and knowledge of the field of school counseling
- Resume or CV
- Application fee

All of these materials should be submitted to the Office of Graduate Admissions in Room 1602 of James Hall.

Interviews

Individuals whose application materials present them as a good match for the program may be invited to an interview; an on-site writing sample will be administered at the time of the interview.

Applicants who are invited to interview should be aware that in-person interviews are an important part of the process and are conducted in a group. Telephone and internet-based interviews are not acceptable substitutes for the in-person interview experience.

How can I prepare for the writing sample?

The writing sample requires students to respond to a question (or questions) selected by faculty. The response is meant to be spontaneous; no research will be required to answer the question.

Can I have my application fee waived?

To inquire about the availability of any fee waivers options, please contact Graduate Admissions at grads@brooklyn.cuny.edu.

What is being assessed during the admissions process?

What is being assessed?	Assessment Tool
Undergraduate GPA (Graduate Work and GPA, if applicable)	Transcripts and/or syllabi (if requested)
Experience	Resume, personal statement
Motivation	Personal statement, interview, on-site writing sample
Professional dispositions	Interview, personal statement
Writing skill	Personal statement, on-site writing sample

Bilingual Specialization

What is required for the bilingual specialization?

Candidates who wish to complete the bilingual specialization must demonstrate proficiency in English along with the following requirements:

- The ability to read, write, and speak in a language other than English as demonstrated by the Bilingual Education Assessment (BEA) exam
- Additional coursework as indicated
- An internship supervised by a bilingually certified school counselor, in a setting where the intern has access to students who speak their language.
 - The internship supervisor must also be fluent in the language spoken by the intern.
- Compliance with the New York State Education Department's requirements for citizenship

Additional coursework required for the bilingual specialization

Classes	Semester taken
SPCL- 7914- Psychological Assessment of Diverse Students	Spring
CBSE 7350- Bilingual & Multicultural Education	Fall

For additional questions regarding the bilingual extension, you can contact the bilingual specialization coordinator, Dr. Graciela Elizalde-Utnick at gutnick@brooklyn.cuny.edu.

Is sign language accepted for the bilingual specialization?

While this is an extremely valuable skill for anyone to have, the New York State Education Department does not currently consider sign language for the bilingual certification in school psychology.

Program Questions

If I am accepted, what do I need to consider?

1. Classes in our program run Monday-Thursday during the Fall and Spring semesters only; coursework for the Master's program is not offered over the summer, on Fridays, or on the weekend.

2. All students must be able to attend classes beginning promptly at 4:30pm. Work schedules and other commitments should be planned accordingly. Students are assigned to class sections and cannot choose their class schedules.
3. Prior to the first field experience, practicum, students are required to complete 20 hours in their practicum setting associated with assignments in a prior course that will prepare them for practicum.
4. Practicum (SPCL 7807) is a required three-credit course in which candidates spend at least 100 hours over the course of a semester in the field and attend a weekly seminar at the college. All placements must meet Criteria for Field Placements and be approved by the program. Practicum occurs in the second semester of the program for full-time students, and in the fourth semester for part-time students. **It will require you to be in a school setting at least one day a week, so consider carefully how any work obligations will allow you to complete this course.**
5. The internship in school counseling requires students to complete a 600 hour internship over the course of two semesters. This is the equivalent of having a part-time job, meaning that work schedules may need to be adjusted for students who are working. There are some evening based placements, but these are limited and very competitive. All placements must meet Criteria for Internship Placements and be approved by the program.
 - a. Students who are working in a school cannot complete any fieldwork hours on paid time at their jobs.
 - b. In order to comply with New York State regulations, the internship hours must be split between an elementary or middle school placement (300 hours) and a high school placement (300 hours).
6. It is extremely difficult to balance the demands of a full-time program with a full-time work schedule. If you are employed full-time, we recommend attending the program as a part-time student. While some students will be allowed to select their preference between full- and part-time, other students may be recommended to one track or other based on availability and other factors.

During my undergraduate experience, I worked full-time and had a full-time job. Is this really that much different?

Yes! In addition to the demands of fieldwork, the School Counseling program requires a great deal of outside reading, writing, and personal work. A graduate program in counseling is designed to help you to develop into a professional counselor, and this is a process that requires time and space to integrate the material you are learning into your practice. If you are working full-time, we will strongly recommend attending this program part-time.

Both full- and part-time students require flexibility in their schedules in order to meet the obligations of the program.

Can I be accepted if my GPA is below a 3.0?

In graduate school, you must maintain a GPA of 3.0 in order to remain matriculated in the program, so our most successful applicants have a GPA have achieved this GPA. If your GPA is a little below this, you can discuss in your personal statement or in a letter to the admissions committee any factors that might have contributed to a lower overall GPA.

If your GPA is much below a 3.0, we recommend that you take some additional coursework to show a more current record of achievement. While there are no specific classes required, classes dealing with the social sciences; young people and their families; and the diversity of human experiences would be a good match. Classes that are writing intensive will also help you in preparing for the program.

How much is tuition for this program?

Information regarding tuition can be found on the Bursar's website:

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

Are scholarships offered for this program?

The Brooklyn College Alumni Association has an award for Graduate Student scholarships. For more information about this and other scholarship opportunities, please visit the scholarship office's website here:

http://www.brooklyn.cuny.edu/web/about/offices/financial/scholarships.php?utm_source=Brochure&utm_medium=Scholarships&utm_campaign=PrincipalsBrochure.

The program also occasionally receives money for student scholarships; the program coordinator will notify accepted applicants and current students about these opportunities when and if they become available.

Is this program CACREP accredited? What does this mean for me, as a student?

Our program is CACREP accredited! For more information about our accreditation, please visit:

<http://www.cacrep.org/program/school-counseling-255/>.

CACREP accreditation means that our program meets national standards for training counselors, ensuring that students receive a first-class education. For those graduates who wish to go on to pursue certification in another state, attending a CACREP accredited program can help to make the certification process a smoother one. For more information about the benefits of attending a CACREP accredited program, please visit:

<http://www.cacrep.org/value-of-accreditation/why-should-i-choose-an-accredited-program/>.

Where can I go to learn more about the field of school counseling?

According to U.S. News and World Report, school counseling is ranked in the top ten social services careers in the United States² and there are many exciting opportunities for people entering this field.

To learn more about the work that school counselors do, we encourage you to visit the website for the American School Counselor Association (<https://www.schoolcounselor.org/>) as well as the website for the New York State School Counselor Association (<http://www.nyssca.org/>).

Who can I contact for more information about your program?

The department chair is Dr. Florence Rubinson and she can be reached at rubinson@brooklyn.cuny.edu. The clinical coordinator, Jennifer Millan, can also answer questions about the program; she can be reached at jmillan@brooklyn.cuny.edu.

² <http://money.usnews.com/careers/best-jobs/school-counselor>

Program Plans

Typical Program for Degree: Full-time (Three Years- 60 credits)

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

Typical Program for Degree and Certificate: Part-time (Four years- 60 credits)

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

Typical Program for Degree: Full-time w/ Bilingual Extension (Three years- 66 credits)

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

Typical Program for Degree and Certificate: Part-time (Four years- 60 credits)

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