SCHOOL COUNSELING
(Master of Science in Education in School Counseling)

STUDENT HANDBOOK

DIVISION OF PSYCHOLOGICAL AND EDUCATIONAL SERVICES
GRADUATE SCHOOL OF EDUCATION

FORDHAM UNIVERSITY

Revised: July, 2015

School Counselors at Fordham (SCAF)
Co-Presidents: Yonatan Hochstein and Elena Rivera-Salvitelli
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MASTER OF SCIENCE IN EDUCATION
IN SCHOOL COUNSELING

Mission and Philosophy

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

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

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

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

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

Upon admission into the program, each student is assigned an advisor, who is one of the core counseling psychology faculty. The students and their advisors decide on an appropriate course load that best fits the personal needs of each student. Fordham also provides a student counseling center where students have the option of receiving free confidential counseling for personal concerns. Additionally, all students have free access to the Office of Career Planning.

Academic credits in the Master of Science in Education degree program are acceptable toward the degree of Doctor of Philosophy (PhD) in Counseling Psychology if a candidate, upon completion of the master's degree program, is accepted into the doctoral program.

**MCAC Accreditation**

The School Counseling Master’s Program is accredited by the Master’s in Counseling Accreditation Council (MCAC) for the period of 2015 through 2020. The MCAC is a part of the Masters in Psychology and Counseling Accreditation Council (MPCAC). The MPCAC's mission is to accredit academic programs in psychology and counseling, which provide training in the scientific practice of psychology and counseling at the master's levels. MPCAC stresses a commitment to science-based training and culturally responsive services.

MPCAC objectives are detailed below (MPCAC, 2013):

- To promote high standards of master’s level preparation in scientifically based psychology and counseling training programs that integrate science and practice as a goal for both practitioners and scientists working in applied areas
- To assist faculty, staff, and administration in institutions of higher education in accessing resources and planning that support desirable change
- To promote continuing review, evaluation and improvement of existing programs of scientifically based psychology and counseling training programs utilizing measurable outcome criteria
- To encourage experimentation and innovation designed to improve psychology and counseling programs with the ultimate goal of enhancing the status of the science and professions of psychology and counseling, and the application of services
- To cooperate with other agencies in promoting quality preparation for master’s level psychologists and counselors who will work in a variety of settings in our society.

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

The MCAC standards for accreditation are as follows:

1. The program should be identifiable as a counseling or closely related professional training program. The coursework, field work, and disciplinary affiliations of those that teach in and administer the program are the primary determinants of the satisfaction of this standard.
2. The program’s mission statement must guide the structure and content of the curriculum.
3. The program and its curriculum should be coherently organized and structured in a manner that is reflective of its mission statement.
4. The program should be the equivalent of at least two academic years of full-time study with a minimum of 48 semester hours, or the equivalent quarter hours.
5. The program must demonstrate the ways in which it provides clearly written and public communication of all standards, program requirements, and admissions criteria.
6. The program must provide evidence describing procedures used for an annual review of student performance, assessment of students’ skills development, and progress in the program with clearly described procedures for feedback to the student, and appeal processes.
7. The entrance requirements for the applied master’s program in counseling reflect the responsibility that the program has the public. The program should ensure that students have the intellectual and personal capabilities required to perform competently as counseling professionals.
8. The program must promote competence in the following professional domains:
   a. Professional counselor identity, ethical behavior, and social justice practices
   b. Human development and wellness across the life span
   c. Neuroscientific, physical, and biological foundations of human development and wellness
   d. Ecological, contextual, multicultural, social justice foundations of human development
   e. Counseling, consultation, and social justice advocacy theories and skills
   f. Group theory, practice, and social justice advocacy
   g. Career and life development
   h. Assessment of human behavioral and organizational/community/institutional systems
   i. Tests and measurements
   j. Traditional and social justice-oriented research and evaluation
   k. Practicum/Internship experiences

http://www.mpcacaccreditation.org/

Goals and Objectives

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

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

Objectives:
   a) Students demonstrate skills in developing a solid counseling relationship with their student clients.
   b) Students exhibit proficiency in the practice of one or more models of counseling as demonstrated in their field experience evaluations.
   c) Students demonstrate competent assessment skills in various counseling contexts.
   d) Students maintain an appropriate professional demeanor in their practice and behave responsibly with regard to record keeping, documentation and case consultation.
   e) Students demonstrate competence in developing and evaluating programs that are specifically targeted for the needs of their schools and their student population.
   a. f) Students exhibit proficiency in collaborating with teachers, school leaders, students, parents and community members in their efforts to support student success and well-being.

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

Objectives:
   a) Students demonstrate their knowledge of the American Counseling Association’s [ACA] and the American School Counseling Association’s [ASCA] ethical codes and all relevant specialty guidelines.
   b) Students successfully complete the course on Ethics.
   c) Students exhibit ethical behavior throughout their practicum experiences.
   d) Students successfully respond to professional ethics questions on their comprehensive examinations.

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

Objectives:
   a. a) To recruit, retain, and develop a diverse and inclusive faculty and student body.
   b) Students acknowledge and behave with a consideration for their clients', colleagues', students' and others' identities--treated all people with respect and dignity.
   c) Students demonstrate an understanding of the major issues related to diversity as evidenced by their performance in their coursework and on their comprehensive examinations.
   d) Students approach their practice and coursework with consideration of differing worldviews and varied cultural perspectives.

**Goal 4:** To develop professional identities as professional school counselors as reflected in their knowledge of and involvement in professional counseling associations.

Objectives:
   a) Students are encouraged to join ACA, ASCA, and other relevant professional
organizations consistent with their identities as counselors.
b) Students are encouraged to be actively involved in the program through participating in student organizations and/or faculty research teams.
c) Students are expected to read counseling professional journals and publications.
d) Students attend and may present at professional counseling meetings (e. g., ACA, ASCA, regional conferences, relevant specialty conferences).
e) Students are familiar with and knowledgeable about the ASCA National Model for School Counselors.

Goal 5: To create and sustain an intellectual home that promotes the personal and professional development of our students and welcomes diverse perspectives.

Objectives:
a) Supervision is structured such that students feel free to discuss important personal and professional issues.
b) Faculty members are readily available to students for discussion and interaction.
c) High faculty/student interaction, active advising and professional mentoring that models commitment to professional excellence in practice, and personal growth are offered to students.
d) The majority of courses include discussion components to foster peer interaction and reflection.

Division of Psychological and Educational Services (PES)

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

Admission and Retention Requirements

1) To be admitted to the MSEd program in school counseling, an individual must have a bachelor's degree and evidence of professional promise (personal, interpersonal, and intellectual characteristics appropriate to the profession and the ability to communicate effectively). Applications to the program require all undergraduate transcripts, two letters of recommendation, and a personal statement of the candidate’s preparedness and readiness to pursue intense counseling training.

2) In order to successfully complete the program, Master's degree students must maintain at least a B average (3.00) across coursework, receive satisfactory field experience (internship) evaluations from both the supervisor on site- and the campus supervisor; and must pass the comprehensive examination.
Comprehensive Examinations

The comprehensive exam is usually offered two times a year, once in February and once in June. The exam typically runs from 9AM to 1PM. The comprehensive examination presents a case vignette and requires responses to questions on applications of theoretical and counseling approaches; ethical, legal, and multicultural issues; and/or measurement considerations in conceptualizing and designing an intervention plan specifically relevant to the case vignette. Students should review other areas of coursework (e.g., group counseling, career counseling, family counseling, assessment and diagnosis, and human development) because they are required to integrate knowledge gleaned from these separate courses.

Only students who have completed all required courses or are completing the final semester of required courses may be eligible to take the comprehensive examination. If this eligibility requirement is not met when students take the examination, the examination results will be invalid. All students must register for Comprehensive Examinations (PSGE 0705) during the pre-registration period. Should a student register to take the exam but decide not to sit for it, the student must drop PSGE 0705. If a student decides to take the comprehensive exam during a Spring or summer semester when no other coursework is taken, he or she must also register for EDGE 0666 (Maintenance of Matriculation). Past exam questions are on electronic reserve and two samples are provided in Appendix K. The program faculty offers each year an orientation to the comprehensive examination so that students may receive study tips and ask questions regarding the comprehensive examination process. Please also see Appendix VIII on frequently asked questions regarding this examination.

General Pointers to Facilitate Progress Toward Program Completion

1) It is the student's responsibility to be aware of the important dates and deadlines that are printed in the on-line Academic Calendar of the Graduate School of Education Bulletin. The academic calendar lists dates for Spring Recess and other vacation dates, and reports dates for comprehensive exams and registration. It is recommended that at the beginning of each semester students write important dates and deadlines in their personal calendars to avoid unnecessary aggravation due to missed deadlines.

2) Students must register every Fall and Spring semester from the time they enter the program through the semester they graduate. If they choose not to take courses during a specific semester, they must register for EDGE 0666 (Maintenance of Matriculation).

3) Students should keep in regular contact with their advisors.

4. Students should develop their professional identity outside of the university through student membership in professional organizations such as the American School Counseling Association (ASCA) and the American Counseling Association (ACA).
Faculty

At present, the full-time core faculty of the counseling programs consists of six Counseling Psychologists, one Developmental Psychologist and one Educational Psychologist. The faculty holds expertise in the practice and research of mental health and school counseling. Our School Counseling Program has a reflective-practitioner and practitioner-scientist orientation, which we anchor in multicultural perspectives and ethical practice. As such, the faculty is involved as practitioners, researchers, supervisors, and consultants in counseling. Collectively, the eight core faculty speaks a total of five languages; they have published more than 16 books and roughly 150 peer-reviewed journal articles. Their primary interest is in teaching and supervising the practice of counseling and psychology.

In addition to the core program faculty, SC students have regular access to faculty in our sister programs, educational and school psychology, as well as potential exposure to faculty in the clinical psychology program (Graduate Arts and Sciences) and other programs housed in the Graduate School of Education. All professors in the Division of Psychological and Educational Services are available to work with SC students. Students are also invited to work on research teams of faculty throughout the PES Division. Adjunct faculty members, usually master practitioners from the metropolitan area, are also available for teaching.

The Full-Time Counseling Psychology Faculty
(* year faculty member joined Fordham)

Keitel, Merle A., 1986* (Mkeitel@fordham.edu)

Major Interests: Individual counseling; health psychology, stress and coping (particularly with respect to multiple roles and illness); effects of illness on family members; multicultural issues in health; women's issues.

Theoretical Orientation: Humanistic, Cognitive-Behavioral, Integrative.

Past and Present Activities: Coordinator of Counseling programs (1993-2000); Reviewer Student Research Award in Counseling Health Psychology, Past Director of Counseling Psychology doctoral program (1992-2000), Vice-Chair of PES (1996-1997, 2000); Coordinator of Internships and Practica (1987-1993); Executive Committee of the Faculty Senate (1989-1992); Task Force on Public Interest, Division 17, APA; Chairperson of the Committee on Special Interest Groups, Division 17, APA (1989-1990), Coordinator for Student Research Award, Counseling Health Psychology Section, Division 17 APA.


Ponterotto, Joseph G., 1987* (Ponterotto@Fordham.edu)
PhD. University of California, Santa Barbara, 1985.

Major Interests: Multicultural counseling, research methods (qualitative, quantitative, and mixed methods), psychological assessment and measurement, and the integration of career counseling and development issues within the context of personal issues, family life, and cultural milieu.

Theoretical Orientation: Multimodal counseling.


Rabinowitz, Mitchell 1988* (MRabinowitz@Fordham.edu)
Ph.D. University of California, San Diego, 1982

Major Interests: Design of instructional material, folk beliefs about everyday concepts and ideas, understanding of individual differences, problem representation and problem solving.

Theoretical Orientation: Cognitive psychology

Past and Present Activities: Division chairperson 2006-2011; Associate Director – Center for Learning in Unsupervised Environments, 2005-2011; Director of Educational Psychology program, 1998 – 2004; Director of Center for Technology in Education, 1996 – 2005; Fellow, American Psychological Association; Fellow, Association of
Psychological Science; Member, Psychonomic Society; Spencer Fellow, National Academy of Education; DAAD fellow.


Chen, Eric C., 1995* (Echen@fordham.edu)
PhD. Arizona State University, 1995

Major Interests: Clinical supervision, group dynamics and leadership, multicultural issues and competence, and educational and career pursuits of minority youth

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


Fran Blumberg, 1997* (blumberg@fordham.edu); 212.636.6484
PhD. in Developmental Psychology, Purdue University, 1988
Fran C. Blumberg is an Associate Professor in the Division of Psychological and Educational Services at Fordham University, where she previously served as Coordinator of the Educational Psychology program. Her research concerns the examination of children’s learning in the context of traditional and non-traditional learning settings such as video games. This work has been recognized through publications and grants, most recently through the National Science Foundation. She is co-editing the forthcoming, *Children and advertising: New issues and new*
media (Palgrave-Macmillan) and has co-edited *The Design of Instruction and Evaluation* (Lawrence Erlbaum, 2004). She served as the co-chair for the 2010 Conference for Human Development held at Fordham University and as a Mentor for the AERA Division C Graduate Student Seminar 2009-2010.

**Jackson, Margo A., 1999* (Mjackson@fordham.edu)**
PhD. Stanford University, 1999

**Major Interests:** Career development and vocational psychology; multicultural counseling and training and supervision; hidden biases of counselors/educators and methods to assess/ameliorate; stress and coping in human life span development.

**Theoretical Orientation:** Cognitive-behavioral, person-centered, and integrative.

**Past and Present Activities:** At Fordham University: Coordinator of Comprehensive Examinations, Counseling & Counseling Psychology Programs (2008-pres.; 2003-05); Program/Training Director (fa09; 2005-08); Coordinator of Bilingual School Counseling Program (fa00-sp09). Chair-Elect of national Council of Counseling Psychology Training Programs (2009-10). Current Editorial Board Member of *The Counseling Psychologist* and *Journal of Career Development*. Consultant to schools, hospitals, and businesses on multicultural issues, community building, and career development.


**Park-Taylor, Jennie, 2004* (parktaylor@fordham.edu)**
PhD. Boston College, 2004

**Major Interests:** Dr. Park-Taylor's research program focuses on the intersection of individual's multiple social identities (e.g., career, ethnic, racial, gender, religious) and the influence of contextual factors (e.g., microaggressions, school and community) on identity development. She is also interested in various areas of health psychology and is currently exploring the utility of mindfulness for career, education and mental health interventions.

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

**Past and Present Activities:** Coordinator of School Counseling Program, Coordinator of Doctoral Externship and Internship, Editorial Board of the *Career Development Quarterly*, Ad hoc reviewer of *The Journal of Counseling Psychology, Identity: An International Journal of Theory and Research*. APA (Division 17 & 45) and AERA (Division E) member.

D’Onofrio, Amelio A., 2004* (amdonofrio@fordham.edu)
Ph.D., Fordham University, 1995

**Major Interests:** Comparative approaches to counseling and psychotherapy; therapist variables in psychotherapy outcome; conceptual complexity and psychotherapy outcomes; Existential psychotherapy; models of clinical supervision; historical and philosophical issues in psychology; religion and psychotherapy.

**Theoretical Orientation:** Existential-analytic.

**Past and Present Activities:** Psychologist in Private Practice; Organizational and Educational Consultant; Member of the Board, Clinical Division, NY State Psychological Association; Chief of Education, Department of Veterans Affairs Medical Center; Chief of Psychosocial Rehabilitation for Homeless Veterans, VA Healthcare System; manuscript reviewer APA Books and Sage Publications; Associate Director, Iona College Counseling Center.


**Director of Field-Based Experience and Accountability**

Elizabeth Casey, 2008 (*ELCasey@Fordham.edu*)
MS.Ed., Counseling & Personnel Services, Fordham University, 2005

**Major Responsibilities:**

Ms. Casey provides leadership and oversees operations in the area of field-based/clinical experiences. She secures and ensures quality fieldwork, internship and practicum placements. Ms. Casey also coordinates clinical experience assessment efforts and works in collaboration with the divisional chair and program director to develop policies and procedures related to fieldwork and assessment of candidate preparedness. She acts as a liaison between faculty and students for the collection of data used in accountability (e.g., accreditation) efforts. Ms. Casey also works to develop and enhance relationships with schools and agencies in the field.
Curriculum

The school counseling master's degree coursework consists of 60 credits as outlined below. Most courses are offered as six-credit modules; more specifically the following pairs of courses must be taken concurrently: PSGE 5620 with 5622; PSGE 5630 with 5632; PSGE 6630 with 6632; PSGE 6640 with 6641; and PSGE 6650 with 6652. It is also suggested, but not required that PSGE 6602 be taken with PSGE 6607. The remaining courses can be taken at the student’s scheduling convenience.

The first Internship course (PSGE 6652) may be taken only after students have completed the following 10 courses: PSGE 5620, 5622, 5630, 5632, 6602, 6607, 6630, 6632, 6640, and 6641. In order to be competent to successfully engage in the Internship, students must complete courses in individual, group, and career counseling, as well as have foundational knowledge of human development and assessment. If students begin the Field Experience course without completing these required courses, they may be terminated from the program. Please note that the field experience must begin in the Fall semester.

(3 Credits each)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>PSGE 5204</td>
<td>Research Methods in Counseling</td>
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<tr>
<td>PSGE 5620</td>
<td>Introduction to Counseling I</td>
</tr>
<tr>
<td>PSGE 5622</td>
<td>Pre-Practicum in Counseling I</td>
</tr>
<tr>
<td>PSGE 5630</td>
<td>Introduction to Counseling II</td>
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<tr>
<td>PSGE 5632</td>
<td>Pre-Practicum in Counseling II</td>
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<tr>
<td>PSGE 6417</td>
<td>Developmental Disorder/Mental Retardation</td>
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<tr>
<td>PSGE 6602</td>
<td>Human Development</td>
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<tr>
<td>PSGE 6605</td>
<td>Counseling Program Development and Evaluation</td>
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<tr>
<td>PSGE 6607</td>
<td>Assessment in Counseling</td>
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<tr>
<td>PSGE 6630</td>
<td>Group Counseling</td>
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<tr>
<td>PSGE 6632</td>
<td>Pre-Practicum in Group Counseling</td>
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<tr>
<td>PSGE 6640</td>
<td>Career Counseling</td>
</tr>
<tr>
<td>PSGE 6641</td>
<td>Pre-Practicum in Career Assessment and Counseling</td>
</tr>
<tr>
<td>PSGE 6645</td>
<td>General Psychopathology</td>
</tr>
<tr>
<td>PSGE 6650</td>
<td>Ethical and Professional Issues in Counseling</td>
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<tr>
<td>PSGE 6652</td>
<td>Field Experience (Internship) I in School Counseling (minimum 240 hours)</td>
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<tr>
<td>PSGE 6653</td>
<td>Field Experience (Internship) II in School Counseling (minimum 240 hours)</td>
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<tr>
<td>PSGE 6656</td>
<td>Multicultural Counseling</td>
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<tr>
<td>PSGE 5625</td>
<td>Theories of Family Intervention and Counseling</td>
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<tr>
<td>PSGE 5627</td>
<td>Counseling for College &amp; Post-High School Planning</td>
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(O Credits)

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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tr>
<td>EDGE 0230</td>
<td>Schools Against Violence Education Workshop</td>
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EDGE 0210  Child Abuse Identification and Reporting Workshop
PSGE 0705  Master’s Comprehensive Examination

TOTAL = 60 semester hours plus a minimum 480 hour on-site internship.
Bilingual Extension Option (15 Credits)

Students wishing to qualify for the bilingual extension to their certification must meet New York State requirements for field experience in a bilingual context, study of cultural perspectives, the theory/practice of bilingual/multicultural education, methods of providing service in native language by demonstrating proficiency in a second language on state-administered exams and take the following courses:

* PSGE 6656  Multicultural Counseling

One of the following CTGE courses:

* CTGE 5841  Principles of Bilingual Education

OR

* CTGE 6782  Issues in Bilingual Special Education

One of the following courses:

* EDGE 6101  Race and Multicultural Education

OR

PSGE 6401  Seminar in Bilingual Students

In addition, students must complete their field experience in an approved Bilingual school site:

PSGE 6652  Field Experience in Counseling I (Bilingual)

PSGE 6654  Field Experience in Counseling II (Bilingual)

Internship in School Counseling

Students are required to obtain their own internships. Listings of placements and evaluations of the placements by students, who have completed practica at the sites, are available through Elizabeth Casey. If a student would prefer doing an internship at a site where Fordham has never sent students, the student must contact the Director of Field-Based Experience and Accountability (Elizabeth Casey, ELCasey@Fordham.edu) to get permission to apply to that site. Students must discuss internship opportunities with Elizabeth Casey and their program advisors at the beginning of their programs, normally, fall semester of their first year. Each winter the Coordinator of Field Experience holds an orientation meeting to discuss policies and procedures. The Memorandum of Agreement outlines the requirements for the Field Experience as well as the responsibilities of the University, the Supervisor at the Agency, and the Student (Appendix A). The agreement must be
signed by all parties. Students must keep a log of their internship hours, and hours completed and other information will be noted on the student’s official transcript.

**Liability Insurance**

Students will be covered under Fordham University's liability insurance policy throughout the semesters in which they complete their practica. Students are also strongly encouraged to obtain their own personal policy through organizations such as the American Counseling Association.

**Residence**

Courses in counseling are normally offered in the late afternoon and evening from 4:50 to 6:50 and from 7:00 to 9:00 PM. Summer Session I courses are also usually in the late afternoon and evenings; while Summer Session II often presents classes earlier in the day. Though it may be possible to work during your schooling, students will need to arrive by 4:50 PM for Fall and Spring classes. Furthermore, students must maintain enough work flexibility to fulfill the internship that requires two-and-one-half days per week. Furthermore, students must maintain enough work flexibility to fulfill the internship that requires two days per week.

**Certification for School Counselors**

The 60-credit MSEd program in School Counseling is approved and registered with the Department of Education in the State of New York.

For information regarding the certification requirements for NY State, visit the website below for information regarding pathways and provisional and permanent certification.
http://www.highered.nysed.gov/tcert/certificate/certprocess.html

For information regarding school counselor certification in all 50 States, visit the ASCA website that provides information on State certification requirements.
http://www.schoolcounselor.org/school-counselors-members/careers-roles/state-certification-requirements

**The Fordham Scene**

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

**School Counseling Association at Fordham (SCAF)**

School Counseling Association of Fordham is dedicated to building community among
current students in the School Counseling program. In addition, SCAF aims to strengthen connections with alumni of the program. SCAF endeavors to achieve these goals through a variety of social and professional development activities. The current Co-Presidents of SCAF for the 2015-2016 year are Yonatan Hochstein and Elena Rivera-Salvitelli. If you are interested in joining SCAF or want to learn more about the current programs, please email scafordham@gmail.com.

Student Housing

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

Pluralism at Fordham

Fordham is committed to affirmative action, and to the development of a culturally pluralistic environment. Every effort has been made to infuse multiculturalism in all aspects of study (coursework, human interaction styles, comprehensive exams, practicum supervision). We promote and encourage an atmosphere where differences among persons can be exchanged and shared. Students come from all different socioeconomic and ethnic backgrounds, varying considerably in age from early 20's to 70's. The following organizations exist with the explicit purpose of facilitating a culturally pluralistic campus:

The Graduate School of Education's Advisory Committee on Multicultural Affairs (ACMA) was officially established in February, 1988. ACMA's main endeavors are: to attract more and address the needs of students and faculty of color; to address multicultural issues that are of immediate concern to the administration, faculty, and students; to support all students, faculty, staff, and administrators in their ongoing efforts to develop multiculturally; and to promote the integration of multicultural diversity into all aspects of the Graduate School of Education. Counseling Psychology faculty and students have traditionally been very active on ACMA.

Accommodations for Students with Disabilities

Fordham University is committed to providing an environment in which no individual is discriminated against on the basis of his/her disability. Students with disabilities, as defined by the American Disabilities Act of 1990 (ADA), and who need special academic accommodations, should notify their advisors and their professors as soon as possible. The faculty and staff at Fordham University will work with these students to coordinate and monitor the provision of reasonable academic accommodations.
University Resources

Libraries

The Fordham University Libraries own more than 2 million volumes, subscribe to over 15,500 periodicals and 50,000 electronic journals, and are a depository for United States Government documents. Fordham University Libraries own many special collections of rare books and manuscripts covering a variety of subjects. The libraries are at three major locations: the William D. Walsh Family Library at the Rose Hill campus in the Bronx, the Gerald M. Quinn Library at Lincoln Center, and the Gloria Gaines Library of Marymount College at Tarrytown. Books, periodicals, and references concerned with education are concentrated at the Lincoln Center and Tarrytown libraries.

Online and Electronic Services

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

CD-ROMS. Fordham libraries subscribe to over 30 CD-ROM databases including ERIC and the Education Index, Dissertation Abstracts, PsychLit, Sociofile, Book Review Digest, Philosopher's Index, Religion Index, and Social Work Abstracts.

In addition to online catalog and database searching computers, computers are available for general use. Computer labs at the Lincoln Center campus are available next to the library on the street level floor, as well as on the 3rd floor. The Electronic Information Center (EIC) on the ground floor of the Walsh Library features a wide assortment of computer and media resources.

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

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

**Consortia and Affiliations.** Fordham is a member of Westchester Area Library Directors Organization (WALDO) and the New York Metropolitan Area Reference and Research Library Agency (METRO).

**Information Technology Facilities**

The use of technology and information exchange services is central to the task of forwarding, exploring, exchanging and collaborating information. The development of new and innovative theories and ideas, and the means by which research is conducted is growing in multiple dimensions.

To maintain excellence in all programs at the Division of Psychological and Educational Services, graduate students and faculty in the Division utilize and benefit from a number of services which include the following; the use of overhead projectors, TVs, VCRs, multimedia power point presentations, personal email accounts and free dial-up Internet access, wireless classroom web connections, Blackboard.com of online courses (Appendix VIII), PES Central (i.e., an information exchange website that includes faculty and student research projects, personal faculty web-sites, etc.), E-RES (i.e., an electronic reserve room that contains course materials, research articles and other educational resources useful for professional and academic development), and the means to conduct web-based searching of library resources which extend far beyond current resources at Fordham University.

Furthermore, in order to provide "hands-on" experiences for students, PES faculty also incorporate the use of classroom laptop computers with a wireless connection for both statistical laboratory usage and various three-dimensional learning processes (i.e., neurological exploration, virtual exercises, etc.).

The use of technology and internet services at the university level is certainly comprehensive. Students and faculty have articulated that having these resources have enabled them to continue to develop and create research and practical interventions that are salient to our ever-growing societal and educational needs. These technological forums are responsible for the evolution of our continued educational curiosity and progress.

Students and faculty can access the University’s network 24 hours a day via modem, Internet or through the computer support centers at the Lincoln Center and Rose Hill campuses. The Lincoln Center Computer Center is located on the street level of the Lowenstein Building. The Center has public user terminal areas and microcomputer rooms equipped with Apple Macintosh computers and IBM-PC compatible computers. The terminals allow users to access the VAX computers, as
well as communications link to the other campuses and to the Internet. The Center offers a wide range of hardware and software for the academic community, including a variety of programming languages, business application programs, utilities, statistical packages, word processing, graphics, and other software. The VAX facilities are available to all Fordham University students who are either taking a computer-related course or have been sponsored by a department or division for independent research. The Computer Center facilities are open to all members of the Fordham community with a valid ID card.

On the Rose Hill campus, computer facilities are located in Dealy Hall. In addition, the Walsh Library has more than 450 computers for student and faculty use, computer labs and development areas and an extensive collection of software and hardware available for use by member of the Fordham community with a valid ID card.

In addition, a fully equipped computer laboratory for individual student or faculty use and for classroom instruction is located in room 202 at the Tarrytown campus. A schedule of hours open for student use is posted.

Center for Technology in Education

The Center for Technology in Education serves as a resource center in support of the academic programs of the Graduate School of Education. The Center, which is located on the 10th floor of the Lowenstein building, maintains a networked array of Macintosh and PC computers complete with CD-ROM, videodisc players, scanners, audio-digitizing equipment, VCRs, video-digitizing equipment, and laser printers, as well as telecommunication capabilities. The Center's resources are devoted to three main areas. Tools for Teachers educates classroom teachers (and student teachers) in the effective application of technology to classroom instruction and attempts to develop their critical appreciation of the use of multimedia technology to achieve educational objectives. Silicon into Textbooks teaches Master's and PhD. students to design and develop interactive learning and assessment systems. Instructional effectiveness and usability (human-computer interaction issues) are equally stressed. Advancing Technologies stresses research that increases either instructional effectiveness or usability of multimedia systems. The Center is open for use by students and faculty daily, except when in use as a classroom for a technology-based course. The schedule is posted each semester. For further information, call (212) 636-6462.
Important Phone Numbers - Graduate School of Education

Directory Assistance (Lincoln Center): (212) 636-6000
Division of Psychological and Educational Services: (212) 636-6460
(212) 636-6477

Administration:
Admissions: (212) 636-6400
Bursar: (212) 636-6720
Deans Office: (212) 636-6406
Financial Aid: (212) 636-6700
Registrar: (212) 636-6735

Fordham University Libraries:
Gerald M. Quinn Library (Lincoln Center): (212) 636-7400
William D. Walsh Family Library (Rose Hill): (718) 817-3595

Student Services:
Career Planning and Placement (Margaret Motto): (212) 636-6280
Computer Information Management Systems (CIMS): (212) 636-6028
Counseling Center: (212) 636-6225
Health Center: (212) 636-7160
International Students: (212) 636-6270
Student Affairs (ID cards, Off-Campus Housing, RamVan): (212) 636-6250

Miscellaneous:
Duplicating: (212) 636-6048
Media Center: (212) 636-4170
University Bookstore (Barnes & Noble): (212) 636-6080
Security: (212) 636-6075
Appendix A

MEMORANDUM OF AGREEMENT
School Counseling

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

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

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

2. The AGENCY/SCHOOL shall be responsible for the following:
   1. Providing the student with an overall orientation to the AGENCY/SCHOOL'S specific services necessary for the implementation of the practicum field experience.
   2. Designating a qualified staff member to function as Supervising Counselor/Therapist for the student. The Supervising Counselor/Therapist will be responsible with the approval of the administration of the AGENCY/SCHOOL for providing opportunities for the student to engage in a variety of counseling activities under supervision, and for evaluating the student’s performance. (Suggested counseling/therapy experiences are included in the course outline.)
   3. The selected Supervising Counselor/Therapist shall:
      a) Be a permanently state certified or licensed counselor.
      b) Allow and arrange for 1 hour a week of face-to-face supervision for the student, including review/critique of audio/video taped sessions.
      c) Allow and arrange the student to provide counseling to 3-4 clients per week.
      d) Allow, arrange, and review regular audio or video taping of the student’s counseling training/service delivery.
      e) Ensure that the student completes 240 hours per semester of practicum experience at the AGENCY.
      f) Will complete verification and evaluation forms and send to coordinator.
      g) Immediately notify the coordinator of practica of any significant issue of a professional or academic nature that might lead to the candidate's inability to complete the practica as anticipated.
Mutual Indemnification Provision: Each Party shall defend and hold the other harmless from any and all claims, suits, liabilities, and losses attributable to the negligent acts and omissions of the other party in the performance of its obligations under this Agreement.

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

Tuition Waiver: The Supervising Counselor/Therapist may enroll free of tuition charge for one three-hour course as offered by the Graduate School of Education at Fordham University. The course must commence within one year of the end date of this agreement. This tuition waiver is non-transferable. To receive this benefit, the Supervising Counselor/Therapist must present a fully signed copy of this agreement to the Graduate School of Education. The Supervising Counselor/Therapist may wish to consult their private tax advisor to determine the taxability of tuition waivers.

Termination: The AGENCY/SCHOOL shall have the right to remove any student who in its sole discretion endangers the health and safety of others or disrupts AGENCY/SCHOOL operations. The AGENCY/SCHOOL will make reasonable efforts to notify the UNIVERSITY in advance of removal. Should the AGENCY/SCHOOL decide to terminate this agreement, through no fault of the student, all efforts will be made to allow the student to continue through the remaining term.

PLEASE PRINT:  
_______________________________  ______________________________________
Name and Title of Supervisor   Name of Site

_______________________________  ______________________________________
Signature              Date  Street Address

_______________________________
Degree and License/Certification

_______________________________
Email

_______________________________  ______________________________________
Liz Casey                                         Date  Street Address

Telephone: (     ) _________________________

Degree and License/Certification

Email

Liz Casey    Date

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

SCHOOL COUNSELING
INTERNSHIP/PRACTICUM

For each supervised internship and practicum in school counseling that was part of your graduate program, please have the Chair or Director of that academic department answer the following questions (attach additional sheets if necessary). Syllabi can not be accepted in lieu of completion of this form.

Name on Application: _______________________________________________________
                     First Name                        Middle                        Last

Name on School Records: _____________________________________________________
                        First Name                        Middle                        Last

Course number: ___________________ Semester Taken: ____________________________

College/university: __________________________________________________________

Location of internship/practicum: _____________________________________________

Number of clock hours: _________________

Was the field site approved by the college/university? Yes (         ) No (          )

What were the qualifications of the on-site supervisor? ________________________

How many hours of on-site, face-to-face supervision were there? ________________

How often was the on-site supervisor required to submit evaluations to the college/university?
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________

How did the college/university supervise the internship/practicum?
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________

Please describe the mental health counseling services provided by the student in the practicum/internship
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________

Please identify the mental health and psychotherapy diagnostic and assessment tools that were used by the student.
_____________________________________________________________________________
_____________________________________________________________________________
Please explain how the student prepared a therapy plan and provided mental health counseling under supervision.

The above information was completed by:

Signature __________________________ Date __________________

Print Name ________________________________________________

Title _________________________________________________________

Address ____________________________________________________

Telephone _________________________ FAX _________________________

E-mail Address _______________________________________________

Return Directly to: New York State Education Department, Bureau of Comparative Education, 89 Washington Avenue, 2nd Floor, West Wing, Albany, NY 12234-1000.
Appendix C

Fordham University
Graduate School of Education
SCHOOL COUNSELING FIELD EXPERIENCE EVALUATION

Student’s Name: _________________________________________ Semester: _________ Year: ___________

Supervisor’s Name & Title:  __________________________________________________________________

Address: __________________________________________________________________________________

School Name: __________________________          Check one:  This is the student’s only evaluation____
                                              The student will be returning next semester____

Population Served (Grades, Ages, etc.) __________________________

Please rate the level of functioning in the following areas, comparing the intern to others whom you have supervised.  
(1=well below average, needs considerable improvement, 4=average, satisfactory, 7=outstanding, NA=not applicable)

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<tr>
<th>Counseling/Personal/Social Skills</th>
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<td>Crisis Management</td>
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<td>Understanding of students social/emotional needs</td>
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<td>Ability to support students identity development</td>
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<tr>
<td>Understanding of the academic requirements of the school</td>
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<tr>
<td>Ability to support student’s academic needs</td>
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<td>Skill in assisting students set academic goals</td>
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<th>Career</th>
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<tbody>
<tr>
<td>Understanding of career counseling needs of students</td>
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<tr>
<td>Knowledge of and skills in using career assessments</td>
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<td>Ability to conduct career assessment feedback sessions</td>
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<tr>
<td>Knowledge of and skills in using career counseling and post-high school planning software</td>
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(1=well below average, needs considerable improvement, 4=average, satisfactory, 7=outstanding, NA=not applicable)

**Professional Development**

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<td>Relationships with faculty/staff</td>
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<td>4</td>
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<td>Understanding of ethical standards</td>
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<td>Responsibility for timely completion of assignments, punctuality and attendance</td>
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<tr>
<td>Paperwork, maintenance of student files</td>
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<td>Involvement in professional organizations</td>
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**Multicultural Competence**

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**Use of Supervision**

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<td>Presentation/preparation of cases</td>
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<td>Openness to supervision</td>
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**Overall Rating**

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**Project Development and Evaluation**

Please describe the intern’s strengths:

Please comment on the intern’s areas for further development:
Summary/suggestions for further preparation and training:

Please complete all information:

Total # of Hours Accumulated for Current Semester   ______
Total # of Indirect Services   ______
Total # of Direct Counseling   ______
Total # of Hours of Supervision   ______

Supervisor’s signature ________________________________ Date ________________

Intern’s signature ________________________________ Date ________________
Appendix D

Fordham University
Graduate School of Education
Supervisor’s Site Information

Please complete the following information and return to: Elizabeth L. Casey, M.S.Ed., Fordham University at Lincoln Center, GSE/PES/room 1012E, 113 West 60th Street, New York, NY 10023-7478 (FAX) 212-636-6416 (email: ELCasey@fordham.edu)

Supervisor’s name: _________________________________ Title: ________________
Agency/School: _________________________________________________________
Street Address: __________________________________________________________
City: ______________________________ State: __________ Zip Code: _____________
Phone Number: ___________________________ Email: _________________________
Supervisor’s Degree (s): _________________________________________________
Supervisor’s License/Certifications: _________________________________________
Certificate/License #’s: ________________________________ States: ______________

Would you be interested in supervising Fordham masters and/or doctoral level students?
Masters level: Yes_______ No_________ Doctoral level: Yes _________ No_________

If this is a k-12 school, what types of activities would the extern be exposed to/trained in?

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

What other activities will students have the opportunity to engage in (e.g. workshops, programs, teaching, seminars, and lectures)?
With what population(s) will the student be working?

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

What is the theoretical orientation to counseling?

What opportunities are made available for research and data collection?

Will the intern have ample space to work?

Is the site accessible for those with disabilities?

NOTE: Please attach a copy of the designated supervisor’s resume. We must have the resume in order to add this form to our database. Thank you.
Appendix E

Program __________
Semester and Year of Practicum __________

INFORMATION ON PRACTICUM SITES

Student Evaluation/Feedback

Please answer the following questions as thoroughly as possible.

1. Demographics

Name of the School/Agency:

Address of School/Agency:

Telephone Number:

Website:

How far is this site from Fordham’s campus? (e.g., 20 minutes by car, 30 minutes by #1 train, etc.)

Number of Student Interns:

Number of Supervisors:

2. Brief Information

Theoretical Orientation at Site:

Types of Counseling Practiced at this Site (e.g., individual, family, group, etc.):

Types of Populations:

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

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

Other training activities in which you participated:

Would you recommend this site to other students? Why?
Do you anticipate openings for interns next semester?

Person to contact in the future for placement (Name, title, phone number):

3. **Supervision**

Name and title of your supervisor:

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

Number of hours of individual supervision per week:

Number of hours of group supervision per week:

How would you describe your supervision experience in general?

Did you get adequate consultation time?

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

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

Was this a non-threatening supervisory environment?

4. **Physical surroundings**

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

Was this site accessible for those who are physically challenged?
5. Emotional Environment

Were you treated as a professional? Please explain:

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

Did you feel that the environment was supportive in general?

6. Development/Learning Environment

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

Was there formal training provided? Please explain:

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

Were you asked to do any work other than counseling (e.g. secretarial, clerical, etc.)?

Other comments about this site/experience:

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

UNIVERSITY GRIEVANCE PROCEDURES

POLICY:

FORDHAM UNIVERSITY protects the right of each student to be free from discrimination on the basis of sex, age, race, religion, handicap or national origin. The Graduate School of Arts & Sciences employs the following Grievance Procedure covering all matriculated and non-matriculated students. Students who believe they have been discriminated against with respect to participation in, access to, or benefits of any academic program or activity within the Graduate School of Arts & Sciences are requested to use the following Grievance Procedure.

INFORMAL PROCEDURE:

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

FORMAL PROCEDURE:

STEP I: DEPARTMENT

A. An alleged grievance must be brought in writing to the attention of the Department Chairperson within one month of the incident.

B. The Department Chairperson will consult with the parties involved concerning the charges. All documents related to the grievance will be submitted by the parties to the Department Chairperson. It is expected that this process will be completed within 30 school calendar days after the student(s) submits a written statement to the Chairperson.

C. The Chairperson, after discussion with both parties, will make recommendations for a solution to the grievance.

Note: If the grievance relates to a decision of a Chairperson, then the grievance review will begin at the School level.

STEP II: SCHOOL

A. If Step I fails to resolve the grievance, either party may make a request for a grievance review by the Dean, or his/her designate. Requests for a review must be submitted in writing to the Dean or his/her designate within 7 school calendar days of the conclusion of the department process. Requests should include:
1) a concise summary of the charge(s)
2) an explanation of why the department process was considered unsatisfactory

B. The Dean or his/her designate will investigate the grievance, gather all pertinent information, and interview the parties connected with the charge.

C. The Dean or his/her designate will meet with the concerned parties within 30 school calendar days to present his/her recommendations for resolution of the grievance to the concerned parties.

STEP III: UNIVERSITY

A. If either the aggrieved or the individual(s)/department against whom charges have been brought feels that the matter has not been resolved, either party may appeal in writing to the Academic Vice President or his/her designate within 10 school calendar days after the meeting between the Dean and concerned parties in Step II.

B. The Academic Vice president or his/her designate will review the grievance process to determine whether proper procedures were followed, or if new evidence not available in Step II is being presented. If the Vice president or his/her designate is not satisfied with the handling of the grievance investigation, he/she will return the grievance to the Dean for further investigation. The concerned parties will be notified of the Vice President or his/her designate’s actions and decisions within 20 school calendar days of the receipt of the appeal.

C. The Academic Vice president or his/her designate is the last court of appeal, and his/her decision will be final.

CONFIDENTIALITY:

Except when directed by court order or government tribunal of competent jurisdiction, all those involved in these grievance procedures shall treat as confidential all information disclosed during the procedures, as well as the fact of occurrence of the procedures and result thereof, except as otherwise provided in this process.

Revised January 1988
Appendix G

UNIVERSITY SEXUAL HARASSMENT POLICY

A MESSAGE TO THE FORDHAM UNIVERSITY COMMUNITY:

FORDHAM UNIVERSITY affirms its commitment to provide an environment of fairness, trust, and respect for all of its employees and students. Consistent with its religious traditions and values, the University’s educational programs and employment practices are expected to be conducted free from unlawful discrimination.

Sexual harassment is a form of sex discrimination which violates the University’s Code of Conduct and is prohibited by law. The University must maintain an academic community in which students, faculty, and staff can work and study without sexual harassment by teachers, colleagues, or supervisors.

It is the policy of FORDHAM UNIVERSITY that sexual harassment is prohibited, and that all alleged violations of this policy will receive prompt attention as well as any necessary corrective action. I encourage any member of the University community to contact the appropriate University personnel noted in this pamphlet if an incident of sexual harassment should occur.

STATEMENT OF SEXUAL HARASSMENT POLICY:

Sexual harassment will not be tolerated in the University community. It subverts the mission of the University and threatens the well-being, educational experiences, and careers of students, faculty, and staff. It is especially threatening in the context of a teacher-student or supervisor-subordinate relationship, in that it can exploit the power inherent in the position of teacher or supervisor regarding grades, recommendations, wage status, or promotion. However, sexual harassment can also occur by subordinates against supervisors, by those of equal status, or by students, thereby creating an environment that is intimidating or offensive in a variety of settings.

Any member of the faculty, staff, or student body of the University who believes that he or she has been or is being subjected to sexual harassment should utilize the mediation and resolution procedures described herein. In the event no resolution is reached using these mediation procedures, the aggrieved individual can utilize the formal grievance procedures that are promulgated for the various University constituencies.
DEFINITION OF SEXUAL HARASSMENT:

Prohibited Actions

It is a violation of this policy for any member of the University community to engage in sexual harassment. Sexual harassment is defined as unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when:

1) submission to such conduct is made either explicitly or implicitly a term or condition of an Individual’s employment or status in a program, course, or activity;

2) submission to or rejection of such conduct by an individual is used as the basis for employment or educational decisions affecting an individual; or

3) such conduct has the purpose or effect of unreasonably interfering with an individual’s work or educational performance, or creating an intimidating, hostile or offensive work or educational environment.

EXAMPLES OF SEXUAL HARASSMENT:

Any sexual attention that is unwelcome could constitute sexual harassment. Specific acts of sexual harassment include, but are not limited to:

1. Physical assault

2. Propositions of a sexual nature

3. Direct or implied threats that submission to sexual advances Is a condition of employment, promotion, good grades, recommendations, etc.

4. Unwelcome verbal or physical conduct of a sexual nature which an individual regards as undesirable or offensive, including but not necessarily limited to sexually explicit jokes, statements, and questions or remarks about sexual activity or experience.

INADVERTENT AND ISOLATED OFFENSES

A member of the University community who exhibits singular or isolated acts or conduct expressed in the above sited example number 4 may simply tack the sensitivity to know that these actions or statements are creating discomfort or may be humiliating to others. Any member of the University community who becomes aware of such activity is encouraged to sensitize the individual directly about the questionable conduct in a discreet and confidential manner.

The underlying philosophy of this sexual harassment policy is one of correction rather than punishment, although specific sanctions, depending on the nature and severity of the incident(s), ranging from a letter of reprimand, suspension, or termination of employment are possible outcomes if the formal grievance procedures of the University are invoked. Nevertheless, the guiding principles of this policy are to:
1. immediately respond to an incident of sexual harassment;

2. take whatever corrective measures are appropriate to provide redress for the victim;

3. take all reasonable measures to prevent the Incident from recurring in the future.

The University has established mediation and resolution procedures in order to respond immediately to a sexual harassment complaint and investigate it fully. The procedure is designed to mediate and resolve such complaints promptly and fairly. Similarly, a formal grievance structure for handling complaints that cannot be resolved through mediation is also available.

In general, any individual with supervisory authority who obtains knowledge of an incident of sexual harassment occurring within his or her area is expected to take the proper steps immediately to address the situation.

A. MEDIATION AND RESOLUTION PROCEDURES

Step 1 - Unofficial
It is often the case that a student, faculty or staff member of the University, believing that he or she may be experiencing a form of sexual harassment, will attempt to resolve the situation on one’s own, or consult with another Individual within the University community such as a colleague, supervisor, department or division head, faculty or student advisor, or a member of the student affairs or counseling staff. With the requested aid of an advisor, the individual may attempt to resolve the situation in an Informal and unofficial manner. The advisor, acting with discretion and in confidence, may assist the individual in reviewing the situation in the context in which it occurred, aid the individual in identifying the problem, and review the options for resolution that are available.

Step 2 - Official
If the matter cannot be resolved through the unofficial, informal method cited in Step 1 above, or if the individual chooses not to obtain the help of an unofficial advisor, the complainant may seek the assistance of the EEO/AA Manager, who will serve in the official capacity of Mediator.

The role of the Mediator will be to fact-find, mediate and resolve the complaint, If possible. The mediator will handle complaints independently and will follow certain procedures:

1. Speak with the complainant and the individual accused to determine the nature of the incident and the context in which it occurred.

2. Conduct a discreet inquiry into the complaint, gathering and examining all relevant facts.

3. Mediate and resolve the complaint informally if possible.

4. Inform the parties of the formal grievance procedures available when no resolution is forthcoming, or if either party is dissatisfied with the progress of the mediation.
5. Keep confidential all Information gathered during the Investigation and all processes of mediation and resolution.

6. Prepare a record of the complaint, the investigation and findings, the mediation and resolution, if any.

The EEO/M Manager will retain this record for three years from the date of the complaint. If the matter has been resolved through mediation, and no further Incident occurs regarding the individual within this period, the record will be destroyed. After a successful mediation, if the behavior is reported as continuing, the record will be retained and can be made available to the appropriate formal grievance body.

If the matter has not been successfully mediated and either party wishes to proceed to formal grievance procedures, the EEO/AA Manager will submit the record of the attempted mediation to the formal grievance structure to be utilized in the particular case.

B. GRIEVANCE PROCEDURES

Inasmuch as a formal grievance procedure is expected to be used as a last resort, it is assumed that all efforts to resolve the complaint through the mediation and resolution procedures cited above have been conducted. Formal grievance procedures are found in various handbooks and other documents or publications relating to the various University constituencies (e.g., faculty, administrators, staff, and students).

CONFIDENTIALITY:

Sexual harassment is a matter of grave concern for both the complainant and the accused and therefore all procedures designed to deal with sexual harassment should be handled with the utmost sensitivity. All mediation/resolution procedures, as well as formal grievance procedures, shall be held in strict confidence to reasonably insure the privacy of all parties concerned (complainants, accused, and witnesses, if any) and to offer as much protection of the careers and reputations of the parties involved as possible.

RETALIATION:

Faculty, staff, and students are encouraged to express their feelings in a responsible manner regarding a problem of sexual harassment. Any member of the University community who attempts to interfere, restrain, coerce, discriminate against, or harass (whether overtly or covertly) any individual responsibly pursuing a complaint of sexual harassment will be subject to prompt and appropriate disciplinary action.
FALSE AND MALICIOUS CHARGES:

The use of this policy for false or malicious purposes is strictly prohibited. Any student, faculty, or staff member who exercises bad faith and brings a false, malicious, or frivolous charge of sexual harassment against another member of the University community may be subject to disciplinary action.

DISSEMINATION OF POLICY:

It will be the responsibility of the Office of Legal Counsel to distribute the sexual harassment policy to all Vice Presidents for clear and regular communication to all employees within their respective areas. The Vice President for Student Affairs will make the policy available to all students as may be appropriate during orientation and registration periods.

EDUCATIONAL RESOURCES AND ASSISTANCE:

The Office of Legal Counsel will provide educational materials regarding sexual harassment, and act as a resource for any questions regarding this policy.
**Appendix H**

**Sample Advisement form for MSED in School Counseling (Revised 4-14-10)**
(Child Abuse Reporting & School Violence Workshops are required for certification as a school counselor)

### YEAR 1 Courses

#### FALL (12 – 15 credits)
- Can also start this July: PSGE 5620 Introduction to Counseling I
- Can also start this July: PSGE 5622 Pre-Prac in Counseling I
- PSGE 6602 Human Development
- PSGE 6607 Assessment in Counseling
- Also offered Spring: PSGE 6417 Developmental Disorders/Mental Retardation

#### SPRING (2 of the following 3 modules)
- PSGE 5630 Introduction to Counseling II
- PSGE 5632 Pre-Practicum in Counseling II
- AND/OR
  - PSGE 6630 Group Counseling
  - PSGE 6632 Pre-Prac in Group Counseling
  - PSGE 6640 Career Counseling
  - PSGE 6642 Pre-Prac in Career Assess & Couns

Take the module you did not take in the Spring:

**Summer Session 1** (4PM-9:15PM 2 days per week for 6 weeks) (6 Credits)
- PSGE 6640 Career Counseling
- PSGE 6641 Pre-Prac in Career Assess & Couns or
- OR
  - PSGE 5627 Couns for College & Post-High School Planning
  - PSGE 5204 Research Meth in Counseling

**Summer Session 2** (afternoons 2 days per week for 5 weeks) (6 Credits)
- PSGE 5630 Introduction to Counseling II
- PSGE 5632 Pre-Practicum in Counseling II
- OR
  - PSGE 6630 Group Counseling
  - PSGE 6632 Pre-Prac in Group Counseling

### YEAR 2 Courses

#### FALL ONLY (12-15 credits)
- PSGE 6650 Ethics and Prof Issues in Couns
- PSGE 6652 Field Experience in School Counseling I
- PSGE 6645 General Psychopathology
- Also offered in Summer I: PSGE 5625 Theor Family Couns Asst
- Also offered in Summer Session 1 and 2: PSGE 5204 Research Meth in Counseling

#### SPRING
- PSGE 6654 Field Experience in School Counseling II
- PSGE 6605 Couns Prog Dev & Eval
- PSGE 5627 College Counseling and Post-HS planning
_________________ __________________
PSGE 6656 Multicultural Counseling
PSGE 6417 Developmental Disorder/Mental Retardation
Also offered in Summer Session 1
PSGE 0705 Masters Comps **

Child Abuse Reporting Workshop______________________________ (Date Attended)

School Violence Workshop_______________________________(Date Attended)
Appendix I

Possible Course Sequencing

You also need to take a Child Abuse Reporting Workshop at some point. We suggest taking it your first year as this information is critical for your internship.

SAMPLE SEQUENCE, YEAR 1 Courses

FALL (12-15 credits)

| Also offered Summer Session 2 | PSGE 5620 Introduction to Counseling |
| Also offered Summer Session 2 | PSGE 5622 Pre-practicum in Counseling I |
| Also offered Summer Session 1 | PSGE 6602 Human Development |
| Also offered Summer Session 1 | PSGE 6607 Assessment in Counseling |

AND one of the following (if taking 15 credits)

| PSGE 6645 General Psychopathology |
| OR |
| PSGE 6417 Developmental Disorder/Mental Retardation |

SPRING (12 to 15 credits)

| PSGE 5630 Counseling Theory and Practice |
| PSGE 5632 Pre-practicum in Counseling II |
| OR |
| PSGE 6630 Group Counseling |
| PSGE 6632 Pre-Prac in Group Counseling |
| OR |
| PSGE 6640 Career Counseling |
| PSGE 6642 Pre-Prac in Career Assess & Couns |

AND one of the following (if taking 15 credits)

| PSGE 6605 Couns Prog Dev & Eval |
| OR |
| PSGE 6417 Developmental Disorder/Mental Retardation |
Summer Session 1 (4PM-9:15PM 2 days per week for 6 weeks) (6 credits)

PSGE 6640  Career Counseling  
PSGE 6642  Pre-Prac in Career Assess & Couns

OR
PSGE 6328 Counseling for College & Post-High School

Summer Session 2 (afternoons 2 days per week for 5 weeks) (6 credits)

PSGE 5630  Couns Theory and Practice  
PSGE 5632  Pre-practicum in Counseling II

OR
PSGE 6630  Group Counseling  
PSGE 6632  Pre-Prac in Group Counseling

OR
PSGE 5204  Research Methods in Counseling

SAMPLE SEQUENCE, YEAR 2 Courses

FALL ONLY (12-15 credits)

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

PSGE 6645  General Psychopathology  
PSGE 5625  Theories of Family Counseling

Also offered in Summer Session I and II

PSGE 5204  Research Meth in Counseling

SPRING (12-15 credits)

PSGE 6654  Field Experience II School Counseling  
PSGE 6656  Multicultural Counseling  
PSGE 6605  Couns Prog Dev & Eval  
PSGE 6417  Developmental Disorder/Mental Retardation

Also offered in Summer I

PSGE 0705  Masters Comps  
PSGE 6649  Administration, Consultation, and Supervision  
(take this course or PSGE 5627)
Appendix J

COMPREHENSIVE EXAMINATION: FREQUENTLY ASKED QUESTIONS

ELIGIBILITY REQUIREMENTS

1. At what point, in the master’s program, is one eligible to sit for the comprehensive examination?
   - Only students who have completed all required courses or are completing the final semester of required courses may be eligible to take the comprehensive examination. If this eligibility requirement is not met when students take the examination, the examination results will be invalid.

2. When and how are students expected to register for the master’s comprehensive examination?
   - The examination is offered 2 times a year (in February and June). All students must register for the comprehensive examination, PSGE 0705, MSE COMPS COUNSELING.

EXAMINATION STRUCTURE & ADMINISTRATION

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

4. How is the comprehensive examination administered to master’s students?
   - The comprehensive examination is typically given on the first Friday in the spring semester (February) and in the first summer session (June; specific dates may be located on the Graduate School of Education’s Academic Calendar).
   - It is a 4-hour examination that starts promptly at 9:00 AM and ends promptly at 1:00 PM. (Students arriving late will not be given additional time to complete the exam. Students arriving more than one-half hour late may not be allowed to sit for the exam).
   - The exam is held on campus in computer labs and all students are required to take the exam at an assigned computer station and adhere to computer lab rules (e.g., no food or drinks allowed). Alternative arrangements may be approved in advance:
(a) only for students with qualifying health conditions, and (b) only if a written request and documentation of the qualifying health condition is submitted to the Coordinator of Comprehensive Examinations during the week of registration preceding the semester that the student intends to take the examination.

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

**PREPARATION FOR EXAMINATION**

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

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

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

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

     ➢ Form a study group with your peers. Students have found that a group was extremely helpful in fostering a close network of peers to explore ideas about possible topics that might be on the comprehensive examination. Groups that met regularly have helped provide structure and direction to students while preparing for this examination. Students were able to share ideas and strategies, identify and review critical topics, and critique each other’s writing. Furthermore, students have found that a peer study group provided a place for emotional support and encouragement.

     ➢ Review old comprehensive examinations (previously 2 parts; now combined in 1) that have been provided through eRes (see below), and practice completing a timed “mock examination.”

     ➢ Familiarize yourself with 2 main individual counseling theories and approaches, 2 career development theories and counseling approaches, 2 psychosocial developmental theories, and group counseling processes.

     ➢ Familiarize yourself with the various types of reliability and validity in educational and psychological measurement.

     ➢ Review ethical, legal, and multicultural issues in counseling.
➢ Familiarize yourself with main topics and concepts covered in each of the counseling course modules.

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

- Yes, students can access copies of past master’s comprehensive examinations online in the library through the Electronic Reserve Room (or eRes) by following these steps:

  a. Log on www.fordham.edu
  b. Click on: Libraries
  c. Click on: Electronic Reserve Room
  d. Once you have arrived at the Main Course Index page, you can find the comprehensive examinations by completing the eRes Quick Search
  e. Select: Search By – Course; COURSE NUMBER: PSGE 0705
  f. Select the PSGE 0705 course titled “MSE COMPS COUNSELING”
  g. Accept the Copyright Disclaimer
  h. Choose the Master’s Comprehensive Examination you would like to review, click on it, and begin your preparation

GRADING

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

- Student examinations are blindly evaluated by an anonymous faculty member (i.e., no names are used; only identifying numbers). If the initial grader deems the examination insufficient, then the examination will be evaluated by a second grader. If both graders conclude that the student receive a FAILING grade, then the student must re-take the examination.

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

- Each of the student’s responses is evaluated on a 4-point scale (1 = Unacceptable, 2 = Marginal, 3 = Satisfactory, 4 = Excellent) in relation to the accuracy, clarity and comprehensiveness of the response to the specific questions. If the student’s examination average rating from the 2 graders is less than “3”, then the student is required to re-take the comprehensive examination.

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

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

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

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

Sample MSEd Comprehensive Examinations

INSTRUCTIONS:

Only students who have completed all required courses or are completing the final semester of required courses are eligible for taking this comprehensive examination. If you do not meet this eligibility requirement, the examination results will be invalid. By completing this examination, you acknowledge that you have met this eligibility requirement.

Please read carefully the case and the following questions. In order to pass the exam, you need to answer all the required questions.

Include any other information about the following case that you feel is relevant. The information provided in not meant to be comprehensive but to stimulate your thinking. You response will be graded by how accurately you describe and thoroughly apply the theory to the case; on the clarity and organization of your responses; and your demonstration of knowledge about the ethical and professional issues surrounding the case.

You are expected to adhere to the ethical principles of the American Counseling Association, as well as to maintain the highest academic standards of Fordham. Academic integrity and honesty should thus be reflected in your response to the exams. It is expected that all students have familiarized themselves with Fordham’s policy on academic dishonesty.

From February 2, 2007

Michelle is a 16-year old African-American female attending a college-preparatory high school in an affluent Westchester, New York community. She is referred by the Assistant Principal, Mr. Cauldron, to Mrs. Gray, a 30-year old European-American counselor in the high school. The basis of the referral is teacher reports to Mr. Cauldron that Michelle’s grades have dropped in recent months and that she has been alternately withdrawn and belligerent in classes.

Michelle had transferred to the high school this past September after two years in a Bronx public high school. The move was the result of Michelle’s father accepting a teaching job at the local middle school. Michelle has no siblings, though she is very close to her grandparents and to two female cousins, one 16 and one 12 years of age, all of whom continue to reside in the Bronx neighborhood.

The family had moved the previous summer from the Bronx to the small suburban town. Michelle’s mother has retained her job as an administrator for a Bronx contracting firm and commutes each day. Michelle’s parents thought that the move would be in Michelle’s best interest as the new public school she is attending is considered a model educational environment where 98% of graduating students go on to four-year colleges. Michelle’s father has a Master’s Degree in Education and her mother, a Bachelor’s Degree in Accounting.
The Bronx community where Michelle attended school until the family’s recent move is 50% African or West Indian American, 40% Latino (of varying ethnic origins), and 10 European American (particularly immigrants from Eastern Europe). By marked contrast, the new community where Michelle now lives is 95% European American. Of 100 faculty in her high school, there are 3 Hispanic, 2 African American, and four Asian American teachers. There are no minority school counselors.

As part of her intake session Michelle completed the Beck Depression Inventory and scored 35 (moderate depression); her responses did indicate some feelings of hopelessness and thoughts of suicide. In Michelle’s first meeting with Mrs. Gray she appeared upset, angry, and frustrated with her current academic and personal circumstances. She doubts that Mrs. Gray can help her because “You do not know where I am coming from.” Initially in the session she says little and the counselor senses her lack of trust. In time, she opens up a bit and confides that she hates this school and town. She states: “I am miserable here! I am not accepted, not even by the other handful of Black students, all of whom happened to be raised in this town.” She notes being very angry at her parents for moving the family here – “We were all happy in the Bronx, why did we have to move here!” She is also angry at her parents for “abandoning grandma and grandpa, when they need us most.”

When Mrs. Gray directly queries possible suicide ideation, Michelle responds that “I wouldn’t kill myself now, but if things don’t get better, I don’t know what I would do.” She also reports not sleeping well, a loss of appetite, and feeling “angry or upset all of the time.” As the first session ends, and though she is reluctant, Michelle agrees to return to Mrs. Gray for a second session the next week. Though Mrs. Gray found this first session challenging, she believed she had made some “connection” with Michelle.

In this second session, Michelle is more talkative from the outset and some of the anger displayed in the first session turns to talk of fear of failure. She notes, “I was an “A” student in my other school and now I am getting “C’s,” I may even be failing Calculus 1. I am just totally losing my confidence; it is like people here expect me to fail, and I am probably going to prove them right. And it will really hurt my parents … one of the main reasons we moved here was so that I could attend this school.”

Michelle talks at length about missing her friends, cousins, and grandparents in the old neighborhood and feeling totally disconnected in the new school and town. She expressed fear of academic failure and notes: “I am not even sure I’ll get into a decent college; half the kids go on the Ivy League schools in this place … no way I can compete with that! Besides, I have no idea what kind of career I would be happy in or good at.” She further notes even feeling disconnected from the few other African Americans in the school, stating: “even the Black students and teachers seem different to me …. they are almost White in the way they talk and act.”

During this second session Mrs. Gray continues active listening and tries to help Michelle problem solve various academic issues regarding study skills, time management, possible tutoring, and speaking directly to her Calculus teacher about her challenges in the class. She also suggests that perhaps they should begin looking at colleges to be sure to find a right match for Michelle.
In the third session a week later, Michelle appears particularly distraught and upset. She notes that she had returned to her old neighborhood over the weekend to stay with her grandparents and spend time with her cousins. While there, her cousins’ father, her uncle, was “a bit inappropriate with me.” When Mrs. Gray asked her to talk more about this, Michelle said “I don’t want to talk about it.” However, she did say that this uncle had been inappropriate to her and her same-age cousin a few years ago, and that now she is worried about her younger cousin being “alone with him.” Mrs. Gray tries to get Michelle to talk more about what happened, but Michelle refuses. She also asks Mrs. Gray to be sure not to tell her parents any of this as they “would go ballistic and all hell would break loose.” As the session ends, Michelle appears increasingly despondent, and begins to hint that there may be no way out of “my misery.”

Please respond to the set of questions below assuming that you will pick up the case of Michelle from now (February) through June of this year and possible next year. (Be sure to read all the questions below before you begin so you can plan your time accordingly.)

1. Discuss this case from the perspective of one counseling theory in terms of the theory’s major tenets. Include the following in applying the theory specifically to the case of Michelle:

   a. general view of human nature
   b. conceptualization of how normal and abnormal development takes place
   c. description of the change process in counseling
   d. specific roles of client and counselor in the counseling process
   e. goals of the counseling
   f. treatment strategies and techniques common to the theory
   g. the strengths and weaknesses of the theory as they apply to this case.

2. Fully address the cultural variables emerging in the case and note their implications for treatment.

3. Discuss ethical and legal issues that you think apply or might apply to this case.

4. Michelle is a junior in an elite academic high school. What are key career development issues that you would want to work on with Michelle over coming semesters? Select one career counseling theory and use it to a) conceptualize Michelle’s current career development, and b) plan some career counseling intervention for Michelle. Be specific in outlining career-related interventions consistent with your theory.

5. How will you evaluate the outcome of your work with Michelle?

After the semester ends and summer arrives you begin to think about your work with Michelle, particularly some of the cultural issues that were central to the case. You decide that come Fall you will start a support group for multicultural students.
6. What will be the purpose and title of the group? Describe your group member recruitment and screening procedures. Will the group consist only of minority students, or could it include interested European American students as well? Why or why not?

7. Using an established theory of group process (e.g., Yalom, Corey) describe the goals, procedures, and expected stages of the group process. How precisely will you run the group; that is, what will be your actions and behaviors from session-to-session? Also, what is your role as group leader, and what are the responsibilities of group members?

8. Acknowledging the age range and cultural make-up of the group, what are some psychosocial and developmental issues that you feel will be important to address in the group?

9. Describe ethical and legal issues that you will address in running your group.

10. How will you know if the group was effective? How will you evaluate the outcome and success of the group?

Good luck.

From February 1, 2008

CASE VIGNETTE:

Adam is a 17 year Caucasian male in his junior year at a high school in NYC. Adam has recently transferred from another high school nearby. He is currently residing in a group home under the supervision of a NYC child care association.

Adam’s teachers continually report that Adam has and does exhibit “unruly” behavior and “disruptive” behavior. He often uses vulgarity and inappropriate language when addressing his teachers and other students. In addition Adam’s grades are poor and he refuses to attend the classes he has been assigned to, stating that they are for “retards”.

Adam has been diagnosed with Attention Deficit Hyperactive Disorder and Impulse Control Disorder, both by psychiatric evaluation. And although Adam’s Independent Educational Program (IEP) scores are of average for intelligence, reading, and writing, he has been continually been placed in special education classes since 5th grade due to his disruptive and aggressive behavior.

At the age of 3, Adam was placed in foster care with Ms. O, who later on legally adopted Adam. Adam resided with Ms. O from the age of three until he was placed in the group home on transfer from a psychiatric hospitalization. He returned home on a trial discharge later, however, due to his unmanageability at home, Adam was returned to the group home. Ms. O reports that Adam has not had any contact with his biological mother since the age of 5. Adam has indicated that his natural mother was a heavy drug use and violent, and believes she is now dead. Adam has a biological sister with whom he has had visits and phone conversations; this relationship is limited however, because the sister presently lives in California. He does not know anything about his biological father and has never had a father figure. Adam has continually stated that he considers Ms. O to be his only mother and guardian and loves her very much. However, while living with Ms. O, he has had a history of very serious acting out behavior. Adam has been hospitalized in an
adolescent psychiatric clinic nine times. Adam’s hospitalizations have lasted from weeks to months at a time. Adam has threatened to kill Ms. O and his adoptive siblings, and has attempted to set the home of Ms. O on fire on two separate occasions. Ms. O has described Adam as angry and dangerous, and that his behavior is violently explosive. Adam also exhibits inappropriate behavior toward women. He often makes sexually explicit comments to other female students as well as faculty. Furthermore, as a 7th grader Adam was accused by two girls of “touching them inappropriately”, which he later admitted.

Adam is new to the high school and therefore he does not have many very close friends, although he has stated on a number of occasions that he has friends with whom he “hangs out”. Adam is very concerned with the way he looks and keeps his appearance clean. Adam is continually fixated with women and girls, and seems to be excessively attracted to them. However, he has no girlfriend and reports that he has not had any “love” contact with a girl in about a “month or so”.

Adam has recently become a fixture in the counseling office in his new high school. He is presently mandated by his IEP to attend individual counseling and group counseling. He is presently seeing the school social worker and seems to be cooperating with her interventions, which are largely focused on coordinating psychiatric care, housing, and possibly employment. He says he is benefiting from her help and is eager to see if counseling will help him “get over” his problems. Although still explosive and angry, he seems to have a high degree of motivation to explore and work on his problems. However, there are times when Adam is very standoffish and defiant of the school staff, including the social worker. He can be highly articulate and has no problem expressing himself, although use of foul language appears to be an art form for him.

He is now mandated to see a counselor for individual counseling and ultimately to participate in a counseling group. The goals are to help him improve his behavior in class as well as his academic performance, to explore possible career interests and options, to develop social skills, particularly sensitivity to others including women, and to better manage his anger.

Please be sure to answer all questions below:

I. Discuss the case from one counseling theory in terms of the theory’s major features. Please note that a mere description of the theory in isolation of the case is not acceptable. Thus, APPLY the theory to the case and include the following:

   a. View of human nature
   b. Conceptualization of how normal and abnormal development occurs
   c. Description of how change/growth takes place
   d. The role of the counselor and the client
   e. Evaluation of the theory’s strength and weaknesses, in general, and in relation to this particular case.

II. What are some multicultural issues that you think might apply to this case? How would you assess “culture” issues in your work with Adam?

III. What are the potential ethical and legal issues you would need to consider? How
would you examine these issues in counseling with Adam?

IV. You must involve Adam in group counseling. How would determine that Adam is ready for a group? How would you prep him for the group? What would be the purpose of the group? What would the group member recruitment and screening procedures be like? What would be the group’s goals? Using an established theory of group processes (e.g. Yalom or Corey), describe:

a. The goals of the group
b. Procedures of the group
c. Expected stages of group progress
d. The role of group leader
e. The responsibilities of the members
f. Some psychological and developmental issues that would be important to address in the group.
g. The evaluation of the outcomes and success of the group

V. Discuss the relevant developmental issues for Adam by choosing one particular developmental theory and applying the relevance of the theory to his case.

VI. How would you work with Adam on post-high school planning? Please pick one career counseling theory, along with an instrument, that you feel will be helpful in your counseling. Why have you selected this particular instrument and theory? How do you feel it will add to Adam’s insights about himself?

VII. In addition to your role as Adam’s counselor, what other roles could you play with Adam, his group home environment, Ms. O, the school, and the community in order to him resolve the issues in this case?

Include any other information about this case that you feel is relevant. The information provided is not meant to be comprehensive, but to stimulate your thinking. Your response will be graded by how accurately you describe and thoughtfully apply the theories to the case, on the clarity and organization of your responses, and on your knowledge about the ethical/legal/multicultural/professional issues surrounding the case.

GOOD LUCK!!!
Appendix L  
Application to Transfer Programs  
Master’s Degree Programs in Counseling

Students wishing to transfer from one Master’s Program in Counseling Tract to another must meet the following conditions:

1. Be in good academic standing with a cumulative GPA of 3.0 or higher.
2. Consent to completing all the requirements of the new program which include different course requirements and a different internship experience.
3. Receive the approval of the Coordinator of both Masters Degree Programs in Counseling.

Date: _______________________

Student Name: __________________________________

Current Program: _______________________________

Applying to Transfer to: __________________________

Current Cumulative GPA in Program: _______________  (attach most recent transcript).

______ (initial) I consent to completing all the requirements of the program tract that I wish to transfer in to.

_________________________________________                                          __________

Student Signature        Date

______ (initial) Approval of Mental Health Counseling Program Coordinator

______ (initial) Approval of  School Counseling Program Coordinator

_________________________________________                                          __________

Program Coordinator        Date

_________________________________________                                          __________

Program Coordinator        Date