STUDENT HANDBOOK

MASTER'S PROGRAM
STUDENT DEVELOPMENT IN HIGHER EDUCATION
2016-2017

DEPARTMENT OF COUNSELOR EDUCATION AND FAMILY THERAPY
SCHOOL OF EDUCATION AND PROFESSIONAL STUDIES
CENTRAL CONNECTICUT STATE UNIVERSITY
NEW BRITAIN, CONNECTICUT
INTRODUCTION

This Student Handbook has been prepared to serve as a guide throughout the time students are enrolled in the Master's program in Student Development in Higher Education/ Counselor Education at Central Connecticut State University's Department of Counselor Education & Family Therapy. The handbook provides detailed information about each stage in the process of completing the Master's degree and to inform students about the unique characteristics of the program.

Each student in the program will be assigned an academic advisor. Students should contact their advisor regularly to discuss concerns related to academic progress as well as to review their plans for practicum, internship and post-graduation employment. Advisors are available during regularly scheduled office hours or by appointment.

All students should establish a CCSU student computer account via the webpage: http://pipeline.ccsu.edu. This site can also be accessed via CCSU’s home page at ccsu.edu. Your student account will give you access to valuable resources including the ability to search for available courses, register online, and view your grades. We also suggest you add your e-mail address to the department e-mail distribution list (See Appendix III) so that you may receive regular announcements and information bulletins including information about internship and job opportunities. Be sure to update the department if you change your e-mail address.

Another important resource is the Forms Spinner outside the department office. Most of the forms that are discussed in this handbook are available in the Forms Spinner outside the office. The “map” for the spinner is found in Appendix I. The forms can also be accessed on line. SDHE forms in the spinner are blue.

We hope that you find your experience at Central Connecticut State University an enlightening and fulfilling one.

Suggestions on the part of all who use this handbook are encouraged. Please send your comments directly to Peter Troiano, Program Coordinator.

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The Department of Counseling & Family Therapy and Central Connecticut State University reserves the right to revise, amend or change items set forth in this handbook from time to time. Accordingly readers of this handbook should inquire as to whether any such revisions, amendments or changes have been made since the date of publication. The University reserves the right to cancel course offerings, to set minimum and maximum size of classes, to change designated instructors in courses and to make decisions affecting the academic standing of anyone participating in a course or program offered by the University. This handbook is provided to students and applicants for their general information and guidance only. It does not constitute a contract, either express or implied, and is subject to revision at the University's discretion.

Revised March 2016
The department motto “grow with us” was selected from among a number of student submissions. The faculty selected this motto because it reflects the aspiration, vision and attitude of the Department of Counselor Education & Family Therapy. The mission of our department derives from the mission of the counseling and family therapy professions – i.e., to promote the dignity and welfare of all human beings and to help individuals and families to become healthy, happy, productive and self-sufficient citizens. By fostering healthy human beings, we are, by extension, making for a better human society, with stronger families, stronger schools, and stronger communities.

While all citizens bear responsibility for building a better world, counselors and family therapists willingly assume a large share of this responsibility because they have chosen helping others as their life’s work. As such, they are people of goodwill and compassion who have great respect for human dignity and diversity, are committed to promoting universal human rights and freedoms, and work to build a sustainable human community that provides for the wellbeing of all its citizens.

As your faculty and advisors, our greatest desire is to help you achieve your goals, not just by succeeding academically, but also by growing as self-aware and emotionally-centered persons. We recognize that to be effective, we must also continue to grow. So, to the best of our ability, we pledge to practice the values espoused by the counseling profession, to live and practice our profession with integrity and provide the kind of leadership that will help you become the best person and professional practitioner that you can become.

So, come along, and grow with us.
DESCRIPTION OF THE STUDENT DEVELOPMENT IN HIGHER EDUCATION PROGRAM

Program Philosophy - With learning at the heart of our professional work environment, our fundamental responsibility is to empower students to attain the highest standards of academic achievement, public service and personal development. We value quality, intellectual integrity, openness to dialogue, participation by all members of the community in governance, and respect for the dignity, rights and aspirations of each member of the community. Preparing students for enlightened and productive participation in a global society is our obligation. The mission of the master’s degree program in student development flows from this philosophical perspective. Graduates are prepared to function effectively as student development educators in rapidly changing institutions of higher education. Students are trained to understand and to meet the developmental needs of college students taking into account worldviews and expectations which are influenced by age, faith or religion, ethnicity, national origin, gender, sexual orientation, disability status and other life-shaping perspectives.

Program Objectives - Students in this program will:

1. Learn the basic skills of individual counseling
2. Learn the processes and skills of group facilitation
3. Learn about the interactions between emotional and intellectual development among college students
4. Learn about the interaction between individual identity development and cultural context
5. Learn how to work effectively with students across a wide range of ages, cultural, geographic and socioeconomic backgrounds
6. Demonstrate proficiency in assessment of student needs and design of educational programs that support student intellectual, and interpersonal development
7. Learn about the many roles which student development education plays in students’ college experience
8. Develop a personal code of ethics that includes an awareness of Western and non-Western ethical perspectives
9. Develop competence as consumers of research and program evaluators
10. Develop a personal sense of mission regarding their work with college students

Curriculum - The program requires 42 hours of study in counseling and student development and higher education, including 9 credits of field experience. The practicum (CNSL 503) occurs early in the student’s program and involves 100 hours of work at a local college or university during one semester, as well as individual supervision and a regular seminar. The internship (CNSL 592) occurs at the end of the program and involves a minimum of 300 hours over the course of two semesters and a weekly seminar. The program combines a counseling and student development orientation. It is designed to integrate counseling, personal and cultural development, and program development skills into a professional approach to student affairs in higher education.
Program of Study

Research

ED 598 or CNSL 598  
Research in Education or Research in Counseling  
(May be waived if a comparable course has been taken elsewhere and completed with a “B” or better. If this course is waived, a substitute course, approved by your advisor, must be completed.)

Core Counseling Courses

CNSL 500  
Dynamics of Group Behavior  
3 credits

CNSL 501  
Theories and Techniques of Counseling  
6 credits

CNSL 503  
Supervised Counseling Practicum  
3 credits

Directed Electives

CNSL 530  
Student Development in Higher Education  
3 credits

CNSL 531  
Student Services in Higher Education  
3 credits

CNSL 532  
Program Design in Student Services  
3 credits

CNSL 533  
Legal, Policy and Financial Issues  
3 credits

CNSL 525  
Multicultural Counseling  
3 credits

CSNL 521  
Career Counseling and Development  
3 credits

Free Electives

3 or 6 credits

Credit varies, depending on whether or not a student is required to take CNSL 598 and whether or not a student writes a thesis or completes a capstone project. A description of these options follows. All Master’s degree Plans of Study must total 42 credit hours, including courses taken at CCSU and courses transferred from other colleges.

Capstone Requirements

CNSL 592  
Internship in Student Development in Higher Education  
6 credits

Plan A  
Thesis (CNSL 599)  
3 credits

Plan B  
Comprehensive Examination/Capstone Project  
0 credits

Please note: The student must apply in advance for the practicum and internship. See your advisor for specifics related to this process. Applications are due to the department on or before March 15 for the following summer session or fall semester and October 15 for the following spring semester. Applications must be approved before the student registers for these courses.
Program Sequence

Most student development courses are offered at least twice a year:

- CNSL 530 Introduction to Student Development  
  Fall and Spring
- CNSL 531 Introduction to Student Services  
  Fall and Spring
- CNSL 532 Program Design  
  Fall and Spring
- CNSL 533 Law, Policy and Finance  
  Spring and Summer
- CNSL 592 Internship in SDHE  
  Fall and Spring

Most counseling courses are offered at least three times a year:

- CNSL 500 Dynamics of Group Behavior  
  Fall, Spring, and Summer
- CNSL 501 Theories and Techniques of Counseling  
  Fall, Spring, and Summer
- CNSL 503 Supervised Counseling Practicum  
  Fall, Spring, and Summer
- CNSL 521 Career Counseling  
  Fall, Spring, and Summer
- CNSL 525 Multicultural Counseling  
  Fall, Spring, and Summer
- CNSL 598 Research in Counseling  
  Fall, Spring, and Winter

Students should plan to begin their academic work with CNSL 500, 501, 530 and 598. CNSL 501 is a prerequisite for 521 and 525. CNSL 530 is a prerequisite for CNSL 532. CNSL 500, 501, and 530 are prerequisites for CNSL 503.
FROM APPLICATION TO GRADUATION:
THE STEP BY STEP PROCESS

(Contact the Admissions Department for a copy of the
Admissions Informational Packet for Counselor Education and Family Therapy)

The steps listed below provide a sequential guide from admission to matriculation through graduation. If you follow these steps in sequence, your road through your master’s degree program should be smooth.

- Apply for admission to the graduate school.
- Complete planned program of study
- Apply for approval to begin practicum.
- Complete all required coursework in good academic standing
- Apply for and complete internship.
- Complete capstone project.
- Apply for graduation.

Each of these steps is discussed in more detail in the paragraphs that follow:

Apply for Admission to the Graduate School - Congratulations! You have completed this step.

Complete the Planned Program of Study - Once accepted into the graduate school, all students should attend orientation in order to complete the Planned Program of Study. If you miss orientation, the Planned Program of Study should be completed with your advisor. Your admissions letter indicates who your advisor is.

The Planned Program of Study will identify those courses you need to complete to satisfy requirements for the master’s degree. The Planned Program of Study (PPS) is forwarded to the Dean of the Graduate School, where it is kept on file. The PPS constitutes a contract between the student and CCSU. It can only be changed by request of the student and advisor.

Apply for Approval to Begin Supervised Counseling Practicum - Students must seek departmental approval to enter the practicum by submitting an application form (see Forms Spinner). After reviewing the student’s transcript and Attitudes and Attributes’ Forms, the student’s advisor will sign the approval form certifying that in her or his opinion the student has completed all required elements and is prepared to begin the practicum experience. The student must have completed CNSL 500, 501 and 530 and a pre-practicum meeting with their assigned advisor before beginning the practicum. If students are enrolled in any of these courses during the application process, their professors will be asked to verify that they are demonstrating an acceptable level of emotional maturity and academic achievement (3.0). Satisfactory approval of practicum involves assessment of student performance at the site as well as academic progress in the seminar.
Complete all required coursework in good academic standing - Students must complete all courses identified on the Planned Program of Study. Substitution courses can only be taken with the prior approval of the faculty advisor and completion of a course substitution form. All graduate students must maintain a 3.00 cumulative grade point average in order to be in good academic standing. In addition to grade-point requirements for good academic standing, students should note that no more than two grades of C or lower are permitted for courses included on the Planned Program of Study. Students must maintain a grade of B or better in every fieldwork course in order to continue in the program. Students may consult the graduate catalog for grade appeal process.

Complete the Student Development in Higher Education Internship (CNSL 592) - The internship is the culminating experience in the student development program. During internship, students have the opportunity to apply theory to practice and to begin using the skills they have developed through their classroom experience. Students must complete a minimum of 300 hours at their internship site over the course of two semesters. Internship placements must be discussed with Dr. Troiano during the spring semester prior to beginning the internship. All internships must be taken from fall to spring. All students enrolled in CNSL 592 must take the internship seminar which is an academic course and meets once a week. Additional information about internships can be found on page 12 of this handbook.

Complete the Capstone Project - All candidates for a master’s degree in Student Development must complete a capstone experience. This can be either a thesis (Plan A) or a comprehensive exam/capstone project (Plan B). The thesis is an independent project worth 3 credits that serves as the elective. The capstone project is part of the internship seminar. It does not carry additional credit.

Plan A (CNSL 599 – Thesis)
The thesis is a major academic exercise demonstrating the student’s capacity for critical thinking, expressing ideas in writing to a professional audience, and showing the ability to make an original contribution to the field. Such a project involves considerable time and effort. Students who choose to do a thesis must present a formal proposal to the School of Graduate Studies. Information on thesis application and processes is available through the School of Graduate Studies, located in Henry Barnard Hall. Three credits are awarded for completion of the thesis. Students who choose the thesis option must have a departmental faculty member as Thesis Advisor, and a second reader who also must be chosen prior to beginning the thesis. The student works closely with his or her advisor in the design, implementation, and writing of the thesis project. The second reader provides input and an "outsider’s" critique of the thesis. On the advisor's and second reader's recommendation, the final product is sent to the School of Graduate Studies for final approval. A thesis is a major project and often takes more than a year to complete. It is wise to begin a thesis project early in one's program and to choose a topic of strong interest. It is also wise to keep a project focused and manageable, since most thesis students have limited resources with which to do the project. Some student research grants may be available; the student may wish to check with the School of Graduate Studies, the Graduate Student Association or private sources to learn how to obtain grant funding for thesis projects. Also, all projects involving the use of human subjects must be approved by the Human Subjects Committee of the University. Students are encouraged to write up their projects for submission to professional journals for publication or for presentation at the annual Graduate Student Research presentation in May or at professional conferences. Theses must be completed by April 15 in order to receive credit in the spring semester.
Plan B (Comprehensive Examination/Capstone Project)
Students who elect the Plan B option must complete a major project as their comprehensive examination. Projects are conducted at colleges or universities, generally those in which the students are also completing their internship work. Projects may involve program evaluation, needs assessment or other types of organizational work designed to improve and support the activities of the student affairs division on a specific campus. Projects are generally done in groups. A final presentation is given to the class during the spring semester and is considered the capstone project. More details regarding the exact nature of the project will be provided to students in class. **Students must apply in advance to take the Plan B-Comprehensive Examination.** (See Forms Spinner for application)

**Apply for Graduation** - In applying for graduation the student must have completed or be in the process of completing all of the items listed on his or her Planned Program. "Application for Graduation" forms must be filed with the School of Graduate Studies. March 1 is the filing deadline for May and August, and September 15 is the filing deadline for December conferral of the degree. It is the student's responsibility to ensure that the proper paperwork is filed by the appropriate deadline. The Graduate School will compare the student’s application with the official Planned Program. If the student has fulfilled all the requirements of the program, permission to graduate will be granted.

**PRACTICUM**

**Introduction** - The Supervised Counseling Practicum (CNSL 503) provides the first opportunity for the student to perform professional counseling and advising under close supervision in a college or university setting. Practicum students perform a minimum of 100 clock hours of field experience of which **40 hours must be in direct service with students.** The site supervisor provides a minimum of one hour of supervision each week. Students also participate in a weekly seminar with other students in practica. The Practicum is an opportunity to apply theory to practice and experience the dynamic interactions that take place within any organizational system. **The emphasis of the practicum is on counseling and advising through direct service to individual students.** Discomfort is common among new trainees and should be interpreted as a sign of strong motivation and high personal and professional expectations, not weakness. Although many students work primarily with groups, 40 hours of their practicum must include conversations with individual students as either advisors or counselor. Some of these conversations will be recorded and played in the seminar for feedback and critique. Because this is your first clinical experience you will receive two types of supervision: site supervision on the job, group supervision from your seminar professor.

Practicum may be completed at any college within a 25 mile radius of New Britain as long as proper supervision and work environment are available. Please contact Dr. Troiano for a listing of sites which previous students have found beneficial. Students may also locate sites independently, but all sites must be approved in advance by Dr. Troiano. Students are encouraged to begin thinking about practicum sites early in their academic career. Sites for the practicum should be related to the student’s area of professional interest and potential career direction. Students may not receive practicum credit for work completed before they enroll for the course or for work done as part of their regular employment. A binder containing descriptions of all approved practicum sites can be found in the department office. This binder contains student comments on their experience at each site.

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Practicum Training Guidelines - The practicum experience is intended to enable the beginning student to develop and enhance basic counseling and advising skills and to integrate professional knowledge and skills appropriate to the student’s area of specialization.

While differences will exist across sites, it is expected that all students will have an opportunity to practice basic listening skills, interviewing and assessment skills, and individual and group counseling, and advising, training and presentation skills. Students should expect to be introduced to the work of departments that collaborate with the department in which the student is working, to begin to understand the financial elements of departmental work and to have a general sense of the ways in which the practicum department fits into the total work of the college. Students are also expected to develop the ability to critique their own work, learn from the constructive criticism of others, and develop an increased level of awareness of individual reactions to different clients.

Student Commitment - The student spends a minimum of one hundred hours on-site, including any orientation or training that is required. The practicum format depends on the nature of the college or university, the needs of the department, and the goals of the student. There is no prohibition on spending more than the 100 hours over the semester. Many students decide to devote more time to capitalize on the excellent learning opportunities and to develop relationships that may lead to future internship and employment opportunities. At all times, of course, students are expected to conduct themselves professionally and to adhere to the appropriate ethical standards for the profession. The department and/or site supervisor reserves the right to terminate the practicum or internship of a student whose health or psychological status is being impaired by work at the site or whose behavior is detrimental to the services provided by the office in which the student is placed.

Practicum Search Process -

Step 1: Submit your application for practicum to the department on or before October 15 for the Spring Semester or March 15 for the Summer Session or Fall Semester. At the time you submit the application, confirm that you have completed all pre-requisites for CNSL 503.

Step 2: Arrange an interview with your advisor to discuss your readiness for practicum and to review your academic progress and ratings on the Attitudes and Attributes form. In collaboration with your advisor, develop a list of potential sites for your practicum. Plan a strategy for approaching the sites in which you are interested. Approach the selection of a practicum site as you would a job interview. Send a resume and a cover letter to the desired sites with a comment that you will be contacting them within the next 7 days to arrange for an interview.

Step 3: If you are invited for an interview, bring a blank copy of the practicum agreement which specifies requirements for the student development major and review the information with the site supervisor. Describe your goals, ask any questions and raise any concerns.
Step 4: If the site has never been used before, discuss new site approval procedures with Dr. Troiano. All site supervisors must have a Master’s degree in counseling to receive approval. You may not work in a site where this level of supervision is not available.

Step 5: Sign the document indicating your intention to do your practicum at a specific site and give it to your site supervisor. Submit your professional liability insurance certificate and proof of immunization to your Seminar Faculty Member at the time of the first class meeting minimum recommended limits of $1,000,000/$1,000,000. Higher limits, $1,000,000/$3,000,000, are usually only a few dollars more and are strongly recommended. Most students obtain liability insurance from either the American College Personnel Association or the National Association of Student Personnel Administrators. Both associations use the same insurance provider. You must be a member of the association through which you obtain insurance. Insurance and membership forms are available through association websites (www.naspa.org or www.myacpa.org)

INTERNSHIP

Introduction - The internship is one of the most important elements of your graduate program. You should think carefully about what type of institution you select for your internship site (public/private; large/small; community college, four year college or university) and what type of work you will be doing. The purpose of the internship is to give you a carefully supervised professional experience in an area of student development in which you wish to work, at least in the early stages of your career. The internship is not “business as usual.” You cannot receive internship credit for doing a job you already hold. If you already work on a campus, you may do your internship in another office on the same campus if you wish. The purpose of the internship is to introduce you to new dimensions of professional practice and new professional colleagues who can expand your view of your future work and the work you can do with and for students. After you graduate you will discover that your employability is directly related to the range and scope of your previous experience as well as the academic quality of your graduate program. Therefore, it is to your advantage to complete your internship and your practicum in two different places.

Finding the Right Internship - It is very important that you choose your internship carefully. Convenience of location and opportunities for employment sometimes figure prominently in the student’s selection of a site. However, even more important is the type and quality of the training and supervision that the site will offer. You will work at your internship site for approximately 12 hours per week for two semesters. It is important that the site provide you with opportunities to learn new skills, work across departmental lines, attend staff meetings and professional conferences and become familiar with the entire institution. A complete list of experiences which you should be offered is contained in the contract addendum which you and your supervisor will discuss prior to beginning the internship. Be sure that the site you choose provides the types of work you want to do, with colleagues who are up to date in the profession and a supervisor who is pleased to have the opportunity to train a new professional at the highest and most current level of professional education.
**Arranging for Interviews** - Looking for an internship is no different than looking for a full-time job. If you have personal contacts that will help you get interviews, by all means, take advantage of them. In the absence of any direct connections take the following steps:

**Step 1**: Speak to your advisor and other students about approved sites that will provide you with a worthwhile training experience.

**Step 2**: Send a resume and a cover letter to the desired sites with a comment that you will be contacting them within the next 7 days to arrange for an interview.

**Step 3**: If you are invited for an interview, bring a blank copy of the internship agreement to review with the site supervisor. Describe your goals, ask any questions and raise any concerns.

**Step 4**: If the site has never been used before, discuss new site approval procedures with your advisor.

**Step 5**: If the site is approved by your advisor, arrange a time to complete the internship agreement addendum. Submit your completed addendum to your Seminar Faculty Member at the time of the first class. Before you begin your internship, evidence of current liability insurance must be in your file.

**Administrative Requirements** - The following standards must be met in order to protect you, the department, and the University.

1. Apply for the internship to the department on or before March 15 for the Fall semester. Internships run fall through spring for an entire academic year.

2. Complete the agreement and hand it in by the first seminar class meeting. It is the student’s responsibility to complete all relevant sections of the agreement and present it to the site supervisor for discussion and signature. Internship hours will begin to accrue ONLY after the addendum has been signed and handed in.

3. Obtain or renew professional liability insurance. Maintain the same level of coverage as recommended for practicum. Minimum recommended limits are $1,000,000/$1,000,000. Higher limits ($1,000,000/$3,000,000) are usually only a few dollars more and are strongly recommended. Please note that a copy of the student’s certificate showing proof of liability insurance is required prior to registering for the internship course.

4. All immunizations must be up to date and in compliance with CCSU policy. Please note that a copy of your proof of immunization is required prior to registration. These requirements apply for all field experiences.

5. Maintain a weekly and a monthly log of your internship hours. The monthly log will be signed by the site supervisor and included in your clinical file. The monthly log will summarize direct, indirect, and supervision hours. Students should make a photocopy of the documentation for their own records. Students are responsible for maintaining all their own files until the end of the semester and for turning in a completed file to the seminar faculty member. You will receive a folder from your seminar leader in which all forms are to be kept until the end of the year.
6. At the end of each semester, the supervisor and student will have a meeting to review the supervisor’s written evaluation of the student. At this meeting both the supervisor and student will sign the evaluation form. The student will submit the evaluation by the deadline specified by the seminar faculty member. The evaluation is based on the internship competencies described elsewhere in this manual.

**The Site Supervisor** - The site supervisor must be a member of the student affairs profession with a Master’s degree in student affairs or student development and at least three years’ experience. The site supervisor must agree to:

1. Provide the student with opportunities to engage in a full variety of counseling and student affairs activities;

2. Provide the student with adequate work space, telephone, office, supplies, and staff to conduct professional activities;

3. Provide a minimum of one hour of face to face supervisory contact each week which involves review of student work using live observation and discussion of salient issues. Supervision may be in individual or group format, such as feedback during staff meetings.

4. Provide a written evaluation of the student based on criteria established by the university program.

**Building Relationships** - The ultimate success of your experience as an intern will be strongly influenced by the quality of the personal and professional relationships that you have developed during your tenure as an intern. It will be through your cooperative efforts with faculty and administrators that you will be able assist students to achieve their academic, career, and personal goals. Your ability to function in helpful and caring ways, to treat everyone with respect, and to maintain close communication and cooperation with all members of the college community will be critical to the success of your experience.

**Professional and Ethical Considerations** - Professional conduct during coursework and the internship influence a student’s reputation, acceptability and employability after graduation. Trainees are expected to be socialized into the important dimensions of their new professional identity as student development educators. Appropriate dress, decorum, respect for confidentiality and standards of performance must be maintained at all times. Students should become familiar with the institutional policies related to ethics, procedure and administration. Issues of particular concern include transporting students in your personal vehicle, lending money to students and developing dual role relationships such as dating a student you supervise or hiring a relative. The intern should seek supervision whenever there is any doubt or confusion regarding ethical or legal requirements. Once a student makes a commitment to a site, the student is expected to honor that commitment unless a drastic change in circumstances occurs. All changes must be approved by the student’s advisor.

**Maintaining Confidentiality** – Confidentiality protects everyone and is an essential element of professional behavior. Interns do not discuss confidential situations with anyone but the
appropriate supervisor from either the institution or the faculty. Interns do not speak to authorized persons in inappropriate contexts, such as in hallways or in cafeterias or restaurants. Interns will ensure that there is privacy when discussing situations on the phone. Interns will consult with supervisors prior to discussing any situation with persons who are not directly involved. Interns will check with the agency regarding policies on releases. The intern will insure that documentation is protected at all times and is handled in compliance with institutional procedures. Conversations about confidential situations will be conducted on a need-to-know basis, in private. No confidential material about a student will be shared without the student’s consent.

Internship Competencies - During the course of the internship you are expected to demonstrate the competencies listed below. Your final evaluation will be based on the manner and degree to which you are able to demonstrate the knowledge, skills and abilities associated with each competency. The eight competencies also serve as excellent topical areas to discuss during your weekly supervision sessions.

1. Provides relevant types of counseling and advising (academic, career, personal or interpersonal) to students.

2. Demonstrates knowledge of relevant student development theory and applies theory to practice, including discussion of theory with supervisor.

3. Demonstrates knowledge of multicultural issues, including possible effects of culture, race stereotyping, family, socio-economic status, gender and sexual identity, language, and values on student development.

4. Demonstrates knowledge of methods for working in task groups acting as either a leader or a member.

5. Demonstrates ability to use appropriate technologies in the internship setting including computer programs for scheduling and record keeping, PowerPoint and other technological presentation skills.

6. Demonstrates knowledge and skill in the consultation process, effectively consulting with faculty, administrators, parents, community groups, and agencies as appropriate.

7. Demonstrates knowledge of ways to coordinate and develop programs and services that enhance college climate for effective learning.

8. Demonstrates knowledge of the ethical standards and practices of the student affairs profession, and skill in applying these ethical standards to specific situations.

Termination - As you near the end of your internship you will need to plan the termination process carefully. You will undoubtedly develop emotional attachments to both staff and students. As you prepare to terminate relationships, it is important that you work closely with your supervisor and your seminar professor. It is wise to prepare the students early and, if appropriate,
discuss who might be serving after your departure. The culmination of your internship also signals the completion of your graduate program at CCSU and, as soon as you find employment, the beginning of your career as a student development educator.

**POLICY ON EVALUATING STUDENTS’ PERSONAL ATTITUDES AND ATTRIBUTES**

Because of the special nature of counseling or advising relationships, it is critically important that students are relatively free from emotional distress or any psychological problems that may impair their effectiveness as a counselor or student development educator. Therefore, in addition to meeting acceptable academic standards, the faculty will be evaluating all students on the basis of certain personal characteristics that have been deemed essential to becoming an effective counselor. Counseling students are expected to be mature, motivated for graduate studies, and invested in the welfare of others.

Research has shown that effective counselors possess characteristics that include: openness, flexibility, cooperation, a positive attitude, willingness to use and accept feedback, awareness on one’s impact on other, ability to deal with conflict, ability to accept personal responsibility, and ability to express feelings effectively and appropriately. Additionally, the student must adhere to standards of ethical conduct and recognize and appreciate the worth of all people regardless of individual or cultural differences.

As a condition for entry into the practicum (CNSL 503) faculty will complete the Attitudes and Attributes scale (See Appendix) on all students who take CNSL 501, 504 and 530. The purpose of this is to ensure that no student has personal problems significant enough to limit his or her effectiveness as a professional counselor. It is important that students are aware that they are being evaluated and that it is both their right and responsibility to monitor and set appropriate limits on the degree of self-disclosure. Students have the right to see their Attitudes and Attributes scale and discuss the results with their professor and/or adviser. If problems are identified that call into question the suitability of counseling as a career option for a student the recommendation for candidacy may be deferred. In such an instance, the student would be provided with suggestions for improving their chances for full admission into the Counselor Education/ Student Development program.

Faculty members also assess each student’s personal characteristics throughout the entire course of their training. If, at any time, a student has demonstrated problems that call attention to concerns regarding performance, emotional stability, immaturity, or ethical breaches, or other concerns that would mitigate against successful completion of the program, the student will be counseled and provided with an opportunity for remediation. If steps toward remediation are unsuccessful, and the faculty has concluded that the student’s personal or professional behavior is inappropriate to the counseling field, the student will be denied continuance in the program. The student may appeal such a decision through a departmental appeal process or may file a grievance with the Dean of the School of Education and Professional Studies. Behavior problems may also involve the campus judicial system for student behavior.
MISCELLANEOUS ISSUES AND CONCERNS

Full-time or Part-time Status - Central Connecticut State University prides itself on its diversity and its emphasis on serving the "non-traditional student". The Student Development in Higher Education program has been designed to accommodate both full-time and part-time students. Most of the courses in the program are offered in the evenings; some are offered during winter intersession and summer. The program is designed to allow both full-time and part-time students to stay together as a "cohort" through critical stages in their training, thus creating an atmosphere of cohesiveness and connection to each other and the program. Students value this atmosphere, finding that it generates support, reinforcement, collegiality, and a sense of "ownership" in the program.

Since counselor training requires intensive study, practice, and supervision in a systematic fashion, both full-time and part-time students are expected to follow the sequence of: (1) Core Courses (including practicum) (2) Directed and Free elective Courses, and (3) Internship. Other required courses may be taken when offered following completion of the prerequisites. Full-time students carry a minimum of 9 credit hours per semester. Part-time students carry less than 9 credit hours per semester. Part-time students are expected to follow the program's sequential pattern over a longer period of time. Full-time students can complete the program in two years; all students must finish the program with-in six years from the time they begin. A change from full-to part-time status or vice-versa requires a change of status form be filed with the registrar's office.

Student Volunteer Experiences - All students are strongly encouraged to participate in volunteer experiences in college settings. Volunteer work can be a valuable developmental experience for the potential student development educator. It can help to confirm the student’s choice of career early in their educational program and prepare the student for practicum and internship experiences.

Membership in Professional Organizations - The American College Personnel Association (ACPA) and the National Association for Student Personnel Administrators (NASPA) are the two major umbrella organizations in student affairs. In addition, the Association of College Unions International (ACU-I), the Association for College and University Housing (ACUHO) and others are specialty organizations with a deeper focus on a particular area of practice. All organizations can be accessed through StudentAffairs.com, a comprehensive website. All students are expected to join at least one professional association and become involved in its activities. Both ACPA and NASPA have regional and state chapters.

Attendance at Conferences and Professional Meetings - Students are expected to attend professional conferences and meetings. Such activities provide broad exposure to the field and an opportunity to meet others at various levels of professional development in the field of School Counseling. The Graduate Student Association has some funds to help subsidize a limited number of workshops and conferences. Contact the president of the Counseling Graduate Student Association for details.

Graduate Student Association - The Graduate Student Association of Central Connecticut State University includes as members all full-time graduate students and, as associate members, any part-time student who pays a nominal membership fee. (Full-time student dues are included in the fees

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The Graduate Student Association (GSA) sponsors orientation activities for new graduate students, lectures, the GSA Scholarship, and Leadership Development Grants. The latter assists graduate students to attend conferences and workshops or to complete research associated with the preparation of a thesis. The GSA also funds the activities of graduate student societies in the academic departments. In addition to sponsoring graduate student programs and activities, the GSA serves as a representative organization promoting graduate student interests on the Central Connecticut State University campus. The GSA president serves as a member of the President's Cabinet which includes the University's administrative officers and the presidents of the Faculty Senate and the Student Government Association. In addition, full-time and part-time students are represented on the University Planning Committee, the University Budget Committee and the Graduate Studies Committee.

Central Counseling Society - The Central Counseling Society is organized and run by graduate students who are in the professional counseling, school counseling, and student development in higher education programs. CCS provides excellent opportunities for student interaction and collegiality, training and development, financial support for student research and attendance at professional conferences, and social events. Joining and participating in the CCS is an excellent way to make friends, broaden one's professional identity, and advocate for students, the department and the profession. Officers are elected each year.

Tuition and Refund Policies - Policies regarding registration for courses, tuition, fees, and refunds are listed in the Graduate Catalog. Please refer to the catalog for detailed information.

Scholarships and Grants - The Graduate Catalog describes various opportunities for financial assistance, including Graduate Assistantships, scholarship opportunities, and loans. Graduate merit scholarships are periodically offered by the School of Graduate Studies and are announced through the Department of Health and Human Service Professions. The library is also an excellent source of information regarding the availability of scholarships and other sources of funding for education.

Non-Discrimination Policy - The University has a clear policy statement on discrimination. The policy states:

Central Connecticut State University is committed to a policy of non-discrimination and equal opportunities for all persons regardless of race, color, religion, sex, sexual orientation, age, national origin, ancestry, marital status, veteran status, or the presence of any sensory, physical, or mental disability. This policy is applicable to employment practices, admission of students, and services to students, staff, faculty, and the community. The University's affirmative action program seeks to include minorities, women, veterans and people with disabilities in the educational programs of the University and in all areas of the work force...

Grievance Policy - Complaints or disputes concerning the behavior of a professor or supervisor, including concerns with advising, should first be addressed directly with the party involved. If a satisfactory outcome cannot be worked out, concerns can be discussed with the Program Director. Every attempt will be made to explore the issue thoroughly and to work out an informal remedy. If no satisfactory solution can be achieved, the Department Chair can mediate the concern or settle the matter. If further appeal is warranted, the Dean of the School of Education and Professional Studies...
should be contacted. Disputes regarding grades are resolved through the Grade Appeals process which can be found in the Graduate Catalog.
APPENDICES

Appendix I  The Department Forms “Spinner”
Appendix II  Attitudes and Attributes Survey
Appendix III  E-Mail Distribution Form
Appendix IV  Important Points to Remember
## APPENDIX I

**THE FORMS “SPINNER”**

Students have easy access to important departmental and university forms that are available in the forms spinner outside the department door in Barnard Room 230. Forms are arranged according to the following scheme:

<table>
<thead>
<tr>
<th>Admissions</th>
<th>Internship</th>
<th>Practicum</th>
</tr>
</thead>
<tbody>
<tr>
<td>A-1</td>
<td>B-1</td>
<td>C-1</td>
</tr>
<tr>
<td>Admissions Informational Packet for Master of Science Degrees</td>
<td>CNSL 591 Application for School Counseling Internship</td>
<td>CNSL 503 Application for Supervised Counseling Practicum</td>
</tr>
<tr>
<td>A-2</td>
<td>B-2</td>
<td>C-2</td>
</tr>
<tr>
<td>Graduate Application Form</td>
<td>CNSL 594 Application for Professional &amp; Rehabilitation Counseling Internship</td>
<td>Practicum Agreement - Professional &amp; Rehabilitation Counseling</td>
</tr>
<tr>
<td>A-3</td>
<td>B-3</td>
<td>C-3</td>
</tr>
<tr>
<td>Application for Degree Candidacy</td>
<td>CNSL 592 Application for Student Development in Higher Education Internship</td>
<td>Practicum Agreement – Student Development in Higher Education</td>
</tr>
<tr>
<td>A-4</td>
<td>B-4</td>
<td>C-4</td>
</tr>
<tr>
<td>Recommendation Form</td>
<td>Internship Agreement Supervised Clinical Practice - Professional &amp; Rehabilitation Counseling</td>
<td>Practicum Agreement – School Counseling</td>
</tr>
<tr>
<td>A-5</td>
<td>B-5</td>
<td>C-5</td>
</tr>
<tr>
<td>Advising Sheet</td>
<td>Internship Agreement-School Counseling</td>
<td>Professional &amp; Rehabilitation Counseling Site Supervisor Monthly Evaluation Form</td>
</tr>
<tr>
<td>A-6</td>
<td>B-6</td>
<td>C-6</td>
</tr>
<tr>
<td>CCA Membership Application and Renewal Form</td>
<td>CNSL 592 Internship Outline and Contract for Supervised Internship in Student Development in Higher Education</td>
<td>CNSL 503 Supervised Counseling Practicum Site Supervisor’s Evaluation</td>
</tr>
<tr>
<td>A-7</td>
<td>B-7</td>
<td>C-7</td>
</tr>
<tr>
<td>Monthly Log – Student Development in Higher Education</td>
<td>Practicum/Intern Evaluation of Site</td>
<td>Parental Release Form</td>
</tr>
<tr>
<td>A-8</td>
<td>B-8</td>
<td>C-8</td>
</tr>
<tr>
<td>CNSL 592 Site Evaluation Form (SDHE)</td>
<td>CNSL 591 School Counseling Internship Site Supervisor’s Evaluation</td>
<td>CNSL 503 – Supervised Counseling Practicum Goal Statement Agreement</td>
</tr>
<tr>
<td>A-9</td>
<td>B-9</td>
<td>C-9</td>
</tr>
<tr>
<td>Monthly Log – Student Development in Higher Education</td>
<td>CNSL 594 Professional &amp; Rehabilitation Counseling Internship Site Supervisor’s Evaluation</td>
<td>Application for Master’s Comprehensive Examination (Plan B)</td>
</tr>
<tr>
<td>A-10</td>
<td>B-10</td>
<td>C-10</td>
</tr>
<tr>
<td>CNSL 592 Student Development in Higher Ed Internship Site Supervisor’s Evaluation</td>
<td>Internship Weekly Schedule CNSL 591 (Yellow)</td>
<td>Professional &amp; Rehabilitation Counseling Monthly Practicum/Internship Log</td>
</tr>
<tr>
<td>A-11</td>
<td>B-11</td>
<td>C-11</td>
</tr>
<tr>
<td>CNSL 591 Intern Evaluation of Site</td>
<td>CNSL 591 Monthly Internship Log (Green)</td>
<td></td>
</tr>
</tbody>
</table>

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APPENDIX II

ATTITUDES AND ATTRIBUTES SCALE – PART I

Please rate the student according to the scale described below.

1 = I have observed behavior in student that indicates that the student possesses this attitude or attribute.
2 = I have not observed this attitude or attribute. Neither have I observed any problematic behaviors associated with these attitudes or attributes.
3 = I have observed specific behaviors that suggest that the student has a problem with this attitude or attribute. These behaviors are discussed on the attached page.

<table>
<thead>
<tr>
<th>ATTITUDE OR ATTRIBUTE</th>
<th>RATING</th>
</tr>
</thead>
<tbody>
<tr>
<td>1  Communicates personal enthusiasm</td>
<td></td>
</tr>
<tr>
<td>Comment:</td>
<td></td>
</tr>
<tr>
<td>2  Shows appropriate level of patience</td>
<td></td>
</tr>
<tr>
<td>Comment:</td>
<td></td>
</tr>
<tr>
<td>3  Demonstrates ability to work cooperatively</td>
<td></td>
</tr>
<tr>
<td>Comment</td>
<td></td>
</tr>
<tr>
<td>4  Able to express feelings effectively and appropriately</td>
<td></td>
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<tr>
<td>Comment</td>
<td></td>
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<tr>
<td>5  Able to deal with conflict</td>
<td></td>
</tr>
<tr>
<td>Comment</td>
<td></td>
</tr>
<tr>
<td>6  Aware of impact of self on others</td>
<td></td>
</tr>
<tr>
<td>Comment</td>
<td></td>
</tr>
<tr>
<td>7  Willing to articulate/demonstrate personal convictions</td>
<td></td>
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<tr>
<td>Comment</td>
<td></td>
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<tr>
<td>8  Displays interest in further personal growth</td>
<td></td>
</tr>
<tr>
<td>Comment</td>
<td></td>
</tr>
<tr>
<td>9  Uses feedback from others constructively</td>
<td></td>
</tr>
<tr>
<td>Comment</td>
<td></td>
</tr>
<tr>
<td>10 Able to accept personal responsibility</td>
<td></td>
</tr>
<tr>
<td>Comment</td>
<td></td>
</tr>
<tr>
<td>11 Demonstrates ethical behavior</td>
<td></td>
</tr>
<tr>
<td>Comment</td>
<td></td>
</tr>
<tr>
<td>13 Recognizes and understands the worth of all individuals and the opportunity that</td>
<td></td>
</tr>
<tr>
<td>racial, cultural, sexual and religious diversity presents in the classroom.</td>
<td></td>
</tr>
<tr>
<td>Comment</td>
<td></td>
</tr>
</tbody>
</table>
ATTITUDES AND ATTRIBUTES SCALE – PART II

Student: ___________________________________________ Date: ________________________________

Special strengths noted in student:

Areas in which improvements are needed:

Plans for improvement:

☐ I recommend this student without reservation.

☐ My reservations about recommending this student are noted above. In order to provide the student with an opportunity to show improvement, I have suspended my decision until ____________________.

☐ I do not recommend this student for the reasons outlined above.

INSTRUCTOR: ____________________________ CNSL: ________________

Signature

I have reviewed the completed A&A scale and comments.

STUDENT: _______________________________ DATE: ________________

Signature

I have reviewed the above information.

Advisor Signature

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E-MAIL DISTRIBUTION FORM

E-Mail Distribution List

If you have not received a recent E-mail news update from the Counseling and Family Therapy Department (formally the HHSP department), you may not be on the E-mail distribution list for your program, or we may have an incorrect E-mail address for you. If you would like to be added to the list, simply complete the form below. Keep in mind that your E-mail address will be made public to everyone else on the distribution list.

Name:________________________________________________________

Program:

☐ School Counseling

☐ MFT

☐ SDHE

☐ Professional Counseling

E-Mail Address:__________________________________________________

Please print clearly

Revised March 2016
APPENDIX IV

IMPORTANT POINTS TO REMEMBER

✔ Prior to entering into the practicum portion of the Student Development in Higher Education program, faculty will complete the Attitudes and Attributes scale (See Appendix) on all students that take CNSL 501, 504 and 530. The purpose of this is to ensure that no student has personal problems significant enough to limit his or her effectiveness as a counselor. It is important that students are aware that they are being evaluated and that it is both their right and responsibility to monitor and set appropriate limits on the degree of self-disclosure. Students have the right to see their Attitudes and Attributes scale and discuss the results with their professor and/or advisor.

✔ Students must complete a planned program of study before completing 15 credits of graduate work.

✔ Up to nine credits of equivalent graduate courses may be transferred in with permission of the advisor. The courses must carry a grade of B or better. Courses taken on a pass-fail basis will not transfer. All courses on the planned program of study, including courses transferred in, must be finished within a six-year period. Students may request an extension through the Dean of the Graduate School.

✔ Students must maintain a 3.0 grade point average to be in good academic standing.

✔ Students must apply for departmental approval prior to beginning the supervised counseling practicum and internship.

✔ If a student withdraws from class without officially notifying the Registrar’s Office, he/she will automatically receive an “F” for the course.

✔ If a student takes an incomplete in a course and does not complete the required work within one year, the incomplete grade will automatically convert to an “F.”

✔ All field experience courses require the student to have professional liability insurance.

✔ Students must apply in advance for their comprehensive examination and for graduation.

✔ All students are strongly encouraged to join local and national professional organizations appropriate to their discipline.