

School of Education &
Professional Studies

Student Handbook



SCHOOL COUNSELING

2022-23

DEPARTMENT OF
COUNSELOR EDUCATION
AND FAMILY THERAPY

CENTRAL CONNECTICUT STATE UNIVERSITY
NEW BRITAIN, CONNECTICUT



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INTRODUCTION

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

Each student is also assigned an academic advisor. The advisor will serve as a guide while the student is in the School Counseling program. It is recommended that students contact their advisor periodically and utilize the faculty member's services. Students may meet with their advisor during regularly scheduled office hours or by appointment.

We encourage all students to establish a CCSU **student computer account** via the webpage: <http://pipeline.ccsu.edu>. It 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. Be sure to update the department if you change your e-mail address, home address, and/or phone number. 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 Dr. Peg Donohue, Program Coordinator at peg.donohue@ccsu.edu

This Student 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 2022

“GROW WITH US”

The department motto “grow with us” was selected as the result of a student contest. It was chosen by the faculty from several other entries because it best reflects the vision and attitude that we want to aspire to in 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, 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 larger 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 for working for 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 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,

Dr. Peg Donohue (program coordinator) & Dr. Sarah Evans Zalewski

Three Critical Lenses on School Counseling at CCSU

Self-Care

Self-care is the practice of caring for oneself, in order to maintain one's level of functioning. This practice may include: healthy eating, exercise, personal counseling, gaming, mindfulness, yoga, religious/spiritual activities, or anything else that helps you to maintain your personal sense of well-being and increases your resilience. As a school counselor, it is your ethical responsibility to be healthy and able to support your students. Therefore, we will be discussing self-care in many of your classes, and you will be expected to develop a self-care plan that you will utilize during both graduate school and professional life. Each fall the department offers an optional self-care retreat for all CEFT students.

Your graduate school experience is both a journey to becoming a master's level clinician and certified school counselor and a journey inward to foster your self-awareness and unique path to living your best life.



Source: Brene Brown illustrated by Andrea Pippins

Social-Justice and Racial Equity

Here at CCSU, we are preparing school counselors-in-training to be agents of change and advocates for themselves, the profession, and the students they serve. Students are trained to provide quality services to all students they serve regardless of race, sex, religion, social economic status, or sexual orientation. Students learn how to provide quality services to all students they serve by exploring frameworks such as Multi-Tiered Systems of Support (MTSS), designing, implementing, and evaluating a Comprehensive School Counseling Program (CSCP), serving students from different backgrounds through multicultural counseling, and through various courses in the program including practicum and internship fieldwork. Students are encouraged to complete their field work in diverse, urban settings to ensure they are prepared to work with all students they encounter in the profession.

Employing Prevention Science: Multi-Tiered Systems of Support (MTSS)

Research indicates that school counselors are uniquely positioned to play a leadership role in developing equitable and culturally sustaining systems in schools which support the academic, social-emotional and career development of all students. Prevention science dictates that multidisciplinary teams can work collaboratively to create effective and efficient systems to support all students and elevate capacity for all practitioners. The three tiers of Multi-Tiered Systems of Support involved designing and implementing prevention and intervention that is focused on all students in Tier 1 (universal); small group intervention in Tier 2 (targeted); and one on one intervention in Tier 3 (intensive). Students with Tier 2 and Tier 3 are identified by reviewing data and their progress is monitored to assess if students are making gains in identified areas. MTSS factors into our new Connecticut Comprehensive K-2 School Counseling Framework (CCSCF) (2020). To meet the growing demands to effectively implement comprehensive school counseling programs that are aligned with MTSS, we have framed our specialty courses around the three Tiers of intervention:

Tier 1 – Supporting ALL Students

CNSL 520 - Professional School Counseling I – The Role of the School Counselor

CNSL 526 – Professional School Counseling II – School Counseling Program

CNSL 501 – Theories and Techniques of Counseling

Tier 2 – Supporting Students with Targeted Needs

CNSL 524 – Collaborative Consultation in Schools

CNSL 506 – Counseling Children and Adolescents

CNSL 500 – Dynamics of Group Counseling

Tier 3 – Supporting Students with Intensive Needs

CNSL 501 – Theories and Techniques of Counseling

CNSL 571 - Mental Health Counseling

GENERAL INFORMATION: The School of Education and Professional Studies

The Department of Counselor Education & Family Therapy is part of the School of Education and Professional Studies (SEPS). The school offers both undergraduate and graduate programs that lead to teacher certification in the State of Connecticut and advanced programs in educational leadership, counseling, nursing, social work, physical education and health fitness, reading and language arts, and special education. Whether they are teachers, principals, counselors, social workers, or nurses, all educational and human service professionals share the common purpose of facilitating the academic, career, and social-emotional growth of our nation’s citizens. Consequently, all educational programs within the School of Education and Professional Studies are guided by an overarching *conceptual framework* that provides a philosophical and theoretical foundation for all programs, courses, candidate performance, scholarship, service and accountability. The unifying theme for the conceptual framework is **Preparing Leaders for Service in Our Communities**. This theme reflects the university’s mission to be “a community of learners dedicated to teaching and scholarship.” The theme also underscores the expectation that graduates from the school will offer service to their communities and will be thoughtful, responsible citizens.

The Department

The Department of Counselor Education & Family Therapy prepares students for professional careers in Professional and Rehabilitation Counseling, School Counseling, Marriage and Family Therapy, and Student Development in Higher Education. Courses are designed to develop student competence in the application of theory-based counseling models, to understand the concerns of diverse client populations and to enhance students’ personal and professional development. All programs have practicum and clinical internships that provide students with valuable opportunities to apply their skills in a field-based setting under close supervision.

DESCRIPTION OF THE PROGRAM

The School Counseling program at Central Connecticut State University (CCSU) prepares students for professional careers as counselors in elementary, middle, and high schools. Emphasis is on a comprehensive and developmental model of school counseling that is described in the National Model for School Counseling of the American School Counseling Association (2012).

The curriculum follows the standards of the Council for the Accreditation of Counseling and Related Education Programs (CACREP) and the certification requirements of the Connecticut State Department of Education (SDE).

The Conceptual Framework - The School Counseling program is housed in the School of Education and Professional Studies (SEPS). SEPS' mission is to promote excellence in the training of all educational professionals who plan to work in schools. Whether they are teachers, principals, or school counselors, all educational professionals share the common purpose of facilitating the academic, career, and social and emotional growth of our nation's developing children. The *conceptual framework* serves as the philosophical and theoretical foundation for all educational programs within the School of Education and Professional Studies. Within this conceptual framework each student in the school counseling program is regarded as an aspiring educational professional who seeks to become an **active learner**, a **facilitator of learning**, and a **reflective and collaborative practitioner**. Within each of these domains the student graduating from the school counseling program will be expected to have the following competencies:

As an Active Learner, will be able to

- Possess strong content knowledge in arts and sciences
- Communicate in multiple forms to diverse audiences
- Possess pedagogical knowledge of content to be taught
- Engage in habits of critical thinking and problem solving

As a Facilitator of Learning, will be able to

- Apply knowledge of human growth and development across the lifespan
- Respect and value all learners
- Address the diversity of learning environments

Understand the learning process and apply appropriate strategies to facilitate student learning

As a Reflective and Collaborative Practitioner, will be able to

- Make informed and ethical decisions
- Accept responsibility for student learning
- Work toward equity and social justice as a school counselor
- Advocate for all students and families
- Engage in opportunities for professional growth
- Collaborate with colleagues, parents and local and professional communities.

School Counselors as Counseling Professionals - School Counselors are professional counselors who play a key role in preparing students to become productive and contributing members of society. School Counselors seek to help all learners to reach their full educational, social and vocational potential by providing counseling, prevention, and remediation activities. Working cooperatively with teachers, parents, and administrators, School Counselors strive to provide the learning environments that enable children to achieve their full developmental capacities. They help each child experience a sense of belonging, the ability to cope with life stresses, to enjoy meaningful relationships, to be sensitive to the feelings of others, to practice self-control, to develop good habits of physical and mental health, and to be motivated for continued growth. They understand that exemplary practice means pioneering new ways of helping learners to believe in themselves, to develop important academic and social skills, and to have a positive outlook for the future.

To be effective school counselors, our graduates must be caring, innovative, lifelong learners who become leaders in helping children to learn and become healthy, contributing citizens in our rapidly changing society. Graduates of the school counseling program will engage in ongoing efforts for self-development and self-awareness. They will adhere to the highest standards of the profession. They will constantly engage in self-evaluation to monitor the effects that their choices and actions have on students and the school community. Their primary role will be to promote the dignity and welfare of all of the children with whom they work. They will advocate for children's rights, participate in their respective professional organizations, and contribute to their communities.

See ASCA Professional School Counselor Standards and Competencies

<https://www.schoolcounselor.org/getmedia/a8d59c2c-51de-4ec3-a565-a3235f3b93c3/SC-Competencies.pdf>

Professional communication - Effective communication is a cornerstone skill for all counselors and educators. We begin working on discrete communication skills from the very first day of class to our final capstone presentation. To that end, it is essential that all school counseling students exercise the level of professional communication they will be utilizing with future colleagues and employers with their classmates and professors. From time to time, a student may have a question or a concern about some aspect of their graduate preparation program. It is important that all such concerns are communicated in a calm manner with a focus on shared problem solving. Students must strive to be professional in all communication (verbal, written and emailed) with peers, CCSU staff and faculty, and with colleagues and community members at their fieldwork sites.

Mission – The mission of the School Counseling program is to prepare professional school counselors to assist school-age children, primarily in Connecticut, to reach their full educational, social, and vocational potential by providing appropriate counseling prevention and intervention activities. School counselors accomplish this mission by working cooperatively with teachers, parents, and administrators. School counselors provide the contextual learning environments that enable children to achieve their full developmental capacities. To be effective school counselors, our graduates must be caring, innovative, lifelong learners who will become leaders in helping children to learn and to become healthy, contributing citizens in our rapidly changing society. They will adhere to the highest standards of the profession.

Program Objectives - The scientist/practitioner approach in which theory, practice and field research and evaluation are integrated forms the basis of the entire program. Students are strongly encouraged to volunteer in schools or youth service agencies prior to their formal practicum and internships to obtain valuable experience and to validate their chosen career path. They will also create, implement and evaluate developmental counseling experiences and complete a capstone project. The capstone project integrates theoretical and applied knowledge and encourages each student to articulate a personal vision of the role which counseling can play in elementary, middle, and high schools. All counseling courses contain numerous opportunities for discussion of case applications. Practicum and Internship seminars involve theoretical analyses of particular issues that students are addressing in their field placements.

Students will:

- Learn the five core roles of school counselors* and describe ways in which these roles interact in school and community settings (*Coordinator, consultant, manager, teacher, and counselor – identified by the Connecticut School Counselors Association).
- Demonstrate knowledge of the major theories of counseling, including those which address the needs and developmental processes of persons of color, ethnic minorities, disabled persons, and women.
- Demonstrate knowledge of systemic interventions widely used in schools such as multiple tiered systems of support (MTSS).
- Develop an awareness of the role of advocacy in school counseling.
- Demonstrate knowledge of a myriad of evidence based interventions, practices and programs that improve student academic, social emotional, and career development/outcomes.
- Demonstrate proficiency in the developmental needs of school age children,, program development, and program evaluation.

- Demonstrate proficiency in group processes as used in counseling, peer and parent education and consultation.
- Articulate a personal theory of counseling and guidance on which they base their work in the schools.
- Work in a variety of schools in urban, suburban and rural settings in volunteer, practicum and internship experiences and receive supervision in all settings.
- Become knowledgeable consumers of research in school counseling and related areas and learn to apply current research to practice.
- Develop and articulate a strong sense of professional identity as ethical, multiculturally competent school counselors.

Student Competencies - Students are required to demonstrate competence in the following seven core areas of knowledge identified in ASCA Professional School Counselor Standards and Competencies

Professional Foundation:

B-PF 1. Apply developmental, learning, counseling and education theories

B-PF 2. Demonstrate understanding of educational systems, legal issues, policies, research and trends in education

B-PF 3. Apply legal and ethical principles of the school counseling profession

B-PF 4. Apply school counseling professional standards and competencies

B-PF 5. Use ASCA Mindsets & Behaviors for Student Success standards to inform the implementation of a school counseling program

B-PF 6. Demonstrate understanding of the impact of cultural, social and environmental influences on student success and opportunities

B-PF 7. Demonstrate leadership through the development and implementation of a school counseling program

B-PF 8. Demonstrate advocacy for a school counseling program

B-PF 9. Create systemic change through the implementation of a school counseling program

Direct and Indirect Student Services:

B-SS 1. Design and implement instruction aligned to the ASCA Mindsets & Behaviors for Student Success in large-group, classroom, small-group and individual settings

B-SS 2. Provide appraisal and advisement in large-group, classroom, small-group and individual settings

B-SS 3. Provide short-term counseling in small-group and individual settings

B-SS 4. Make referrals to appropriate school and community resources

B-SS 5. Consult to support student achievement and success

B-SS 6. Collaborate with families, teachers, administrators, other school staff and education stakeholders for student achievement and success

Planning and Assessment:

B-PA 1. Create school counseling program beliefs, vision and mission statements aligned with the school and district

B-PA 2. Identify gaps in achievement, attendance, discipline, opportunity and resources

B-PA 3. Develop annual student outcome goals based on student data

B-PA 4. Develop and implement action plans aligned with annual student outcome goals and student data

B-PA 5. Assess and report program results to the school community

B-PA 6. Use time appropriately according to national recommendations and student/school data

B-PA 7. Establish agreement with the principal and other administrators about the school counseling program

B-PA 8. Establish and convene an advisory council for the school counseling program

B-PA 9. Use appropriate school counselor performance appraisal process

Curriculum - The 63-credit curriculum is made up of Core Counseling Courses, Specialization Courses, and Research/Capstone Requirements. The courses are shown below:

Core Counseling Courses (12 credits) -The core counseling sequence is an essential element in development of generic counseling skills in both individual and group modalities. CNSL 500 and CNSL 501 courses prepare the student for beginning clinical training in individual and group counseling prior to practicum and internship experiences. CNSL 503 provides the first client contact situation where students work on advancing counseling skills by completing a minimum of 100 of hours of fieldwork in a school setting. The student must apply to the department in advance to be approved for entrance into the supervised counseling practicum.

CNSL 500	Dynamics of Group Behavior (3 credits)
CNSL 501	Theories & Techniques in Couns (6 credits)
CNSL 503	Supervised Couns Practicum (3 credits) *

Specialized Courses (42 credits) - The specialization courses provide students with knowledge, skills, and abilities to engage in counseling, program development, and consultation in the context of the total school community. CNSL 504 provides an opportunity for students to explore the history of counseling as a profession, examine their professional identity as a beginning counselor, and study ethical codes and standards of care within the counseling profession. CNSL 506 focuses on theories and counseling techniques that can be used specifically with children and adolescents. The specialization courses in school counseling should be taken in the following sequence:

- (1) CNSL 520
- (2) CNSL 526
- 3) CNSL 524 C

CNSL 520 is the introductory course in school counseling and is needed in addition to CNSL 500, CNSL 501, and CNSL 504 before students take their practicum. CNSL 526 is a course in comprehensive school counseling programs that teaches a school counseling model that is recommended by both the American School Counseling Association and the Connecticut School Counseling Association. CNSL 524 is a course in consulting with school staff, parents, and community representatives. CNSL 520 is a prerequisite for CNSL 524.

SPED 501	The Exceptional Learner (3 credits)
CNSL 504	Professional Issues in Couns (3 credits)
CNSL 505	Couns & Human Dev Across Lfspn (3 credits)
CNSL 506	Couns Children & Adolescents (3 credits)
CNSL 520	Professional School Counseling I (3 credits)
CNSL 521	Career Couns and Development (3 credits)
CNSL 522	Appraisal Procedures in Couns (3 credits)
CNSL 524	Collaborative Consultation in Schools (3 credits)
CNSL 525	Multi-Cultural Counseling (3 credits)
CNSL 526	Professional School Counseling II (3 credits)
CNSL 568	Drug & Alcohol Couns (3 credits)
CNSL 571	Mental Health Counseling (3 credits)
CNSL 572	Assessment, Treatment & Recovery in Couns (3)
	Elective of your choosing (3 credits)
CNSL 598	Research in Counseling

Elective – The purpose of an elective in a graduate program in school counseling is to give our students an opportunity to explore related fields or advanced counseling courses in our department. Students considering licensure as an LPC should take CNSL 573 Counseling Families. Many students elect to travel abroad during spring break to either Ireland (202 and 2025) or Peru to learn about the field of school counseling from an international perspective. Others elect to take courses in educational leadership to hone their leadership skills or take an additional course in special education to deepen their understanding of how to support students with special needs and their families.

Capstone: All school counseling students must complete Plan B for their capstone requirement which is met by taking and passing the Counselor Preparation Comprehensive Exam (CPCE) during the fall of their internship year.

Plan A Thesis – CNSL 599 (optional)

Plan B Counselor Preparation Comprehensive Exam [OB]

(CPCE)

Field Experiences: School Counseling students take part in two different field experiences, the practicum (CNSL 503) and the internship (CNSL 591).

The **practicum** is an introductory experience designed to provide the beginning student with real life experience in a school setting under close supervision. Students perform a minimum of 100 clock hours of which 40 hours must be in direct service with clients. Before beginning the practicum course, students must complete their core courses, i.e., CNSL 500, 501, 504 and 520.

The **internship** provides the student with an opportunity to perform the full range of school counseling responsibilities under the supervision of an experienced and certified school counselor. The internship is carried out in the student's culminating year following completion of most if not all theory courses. Interns are expected to complete at least five hours per day, three days a week over the entire school year (10 months) in a public school (K-12) setting. The internship must be done in a fall-spring cycle. Students who have worked as certified teacher for more than 30 months have slightly different requirements and should discuss their situation with their advisor.

- *NB – The student must apply in advance for the practicum and internship. Applications are due to the department on or before March 15 for the Fall semester and on or before October 15 for the Spring Semester. Applications must be approved by the student’s advisor before the student registers for these courses.

A sample full-time sequence is found on the following page. It is only a sample, and it is likely that each student’s program may vary somewhat.

Background Check:

Connecticut law requires all students in teacher/educator certification programs to undergo state and national criminal history background checks before participating in school-based field experiences. The procedures for obtaining the background checks and the length of time they are valid will be established by the State Department of Education and cannot be changed. You will be responsible for the cost of the background check and will be provided with the necessary consent forms and other documents needed to conduct it. As part of the background check, you will need to be fingerprinted. If you fail to pass the background check, you may be unable to complete your chosen degree program at Central Connecticut State University. The University will not be responsible for your inability to complete your chosen degree program.

**SCHOOL COUNSELING PLAN OF STUDY BY SEMESTER
(Sample Full-Time Program)**

Year 1		
<u>FALL SEMESTER</u> CNSL 500 - Dynamics of Group Behavior (3 cr.) CNSL 504 – Prof Issues in Counseling (3 cr.) CNSL 520 – Professional Counseling I (3 cr.)	<u>SPRING SEMESTER</u> CNSL 501 - Theories and Techniques in Counseling (6 cr.) CNSL 526 - Professional Counseling II (3 cr.) CNSL 598 – Research In Counseling (3 cr.)	<u>SUMMER SEMESTER</u> CNSL 505 – Life Span (3 cr.) SPED 501 – The Exceptional Learner (3 cr.)
Student Applies for approval to begin Supervised Counseling Practicum (CNSL 503).		
Year 2		
<u>FALL SEMESTER</u> CNSL 503 - Supervised Counseling Practicum (3 cr.) CNSL 521 – Career Couns and Development (3 cr.) CNSL 524 – Collaborative Consultation in Schools (3 cr.)	<u>SPRING SEMESTER</u> CNSL 525 - Multi-Cultural Counseling (3 cr.) CNSL 522 - Appraisal Procedures in Counseling (3 cr.) CNSL 506 – Couns Children & Adolescents <i>ELECTIVE of your choice</i>	<u>SUMMER SEMESTER</u> CNSL 568 - Drug & Alcohol Couns (3 cr.) <i>**ELECTIVE of your choice</i> <i>***CNSL 594 (LPCA candidates only)</i>
Year 3		
<u>FALL SEMESTER</u> *CNSL 591 - Supervised School Counseling Internship (3 cr.) CNSL 571 – Mental Health Counseling Take CPCE Exam	<u>SPRING SEMESTER</u> CNSL 591 – Supervised School Counseling Internship (3 cr.) CNSL 572- Assessment, Treatment & Recovery in Counseling	<u>SUMMER SEMESTER</u> <i>**CNSL 594 (LPCA candidates only)</i>

**Interns work a minimum of 700 hours over the course of a 10-month (Sept-June) academic year. Certified teachers with over 30 months of teaching experience are required to complete a 600-hour internship. This can be done in either one or two semesters.*

** Please note: The Courses listed above are examples only and do not necessarily have to be taken in the order listed.*

*** Only one elective is necessary.*

**** Students pursuing their LPCA Licensed Professional Counselor (A – provisional) must complete an two additional semesters of internship in a mental health agency. Each summer students complete 300 hours of fieldwork for a total of 600 hours. 240 hours must be in direct service of clients.*

COURSE OFFERINGS (subject to change)

Pre Req.	CNSL Course	Fall	Winter	Spring	Summer
Admission or Perm of Chair	500 Dynamics of Group Behavior	x		x	x
	501 Theory/ Techniques in Counseling	x		x	x
CNSL 501, 500, 520, 504	503 Practicum	x		x	
	504 Professional Studies in Counseling	x		x	x
CNSL 500, 501	505 Counseling & Human Dev Across Lif	x		x	x
CNSL 500, 501	506 Counseling Children & Adolescents			x	
CNSL 500, 501	520 Prof School Counseling I	x			
CNSL 500, 501	521 Career Counseling	x	x	x	x
	522 Appraisal Procedures in Counseling		x		x
CNSL 520	524 Consulting in the Schools	x			
	525 Multicultural Counseling	x		x	x
	526 Prof School Counseling II			x	
	568 Alcohol & Drug Counseling		x	x	
	571 Mental Health Counseling	x		x	
	572 Assessment Treat. & Recovery			x	
Elective for LPC	CNSL 573 – Counseling Families			x	x
ELECTIVE of your choice	580 History of Counseling and Disabilities Services in Ireland (2020, 2022) 580 Family Therapy in Peru (2019, 2021)				
*majority of SC & core classes	591 Supv Intern in School Counseling	x		x	
	598 Research	x	x	x	

ACADEMIC PROGRAMS

The Department of Counselor Education and Family offers four academic master's degree programs:

- a. Clinical Professional Counseling
- b. School Counseling
- c. Marriage and Family Therapy
- d. Student Development in Higher Education

POLICY AND PROCEDURE FOR GRADUATE DEGREE PROGRAM TRANSFER

A matriculated graduate student who is admitted to one of the four academic programs within the department and is currently taking courses according to their planned program plan of study may desire to transfer to one of the other programs offered within the department. As indicated on the School of Graduate Studies *Change of Degree/Program/Advisor or Add Certificate* form, declaring a new graduate program, major, or specialization is NOT automatic. The following steps outlines the required procedure that must be followed by the graduate student as well as all applicable faculty involved in the process.

1. The graduate student must be in good academic standing while in their current program as evidenced by the following:
 - a. Current admission status is not considered “conditional”
 - b. Cannot be on academic probation
 - c. Completed at least one academic semester and/or 9.0 graduate credit hours
 - d. Maintained a grade point average (GPA) of 3.0 or better since entering their current program
 - e. Consistently demonstrated exemplary professional behavior/ethical judgment since admission
2. The graduate student should review the student handbook of the desired program to increase their understanding and familiarity with the program's mission, objectives, coursework, etc.
3. The graduate student must schedule a formal advising meeting with their assigned faculty advisor and discuss their reasons for seeking a program change.
4. If the graduate student and faculty advisor agree that the student's academic and professional goals more closely align with the specialized training offered by the program in which they seek entry, the student must then contact the Program Coordinator of the (*insert desired program*) to discuss their reasons for seeking a program change.
5. If the graduate student and Program Coordinator of the (*insert desired program*) agree that the student's academic and professional goals more closely align with the specialized training offered by the program in which they seek entry, the student must complete the “*Change of Degree/Program/Advisor or Add Certificate*” form located on the School of Graduate Studies “Forms” webpage:

<https://www.ccsu.edu/grad/resources/forms.html>

5. In addition to completing the “*Change of Degree/Program/Advisor or Add Certificate*” form, the graduate student must write a two to three page, double-spaced typewritten essay describing the following topics:
 - a. Reasons for requesting transfer from (*insert current program*) to the (*insert desired program*).
 - b. Personal and/or professional experiences that influenced their pursuit of the profession associated with the (*insert desired program*).

- c. Personal and professional attitudes, attributes, characteristics, and behaviors they believe will contribute to their success as a graduate student in the (*insert desired program*).
 - d. Expectations of how they will positively contribute to the (*insert desired program*) should the transfer request be approved.
 - e. Short- and/or long-term goals regarding their future profession should they obtain a master's degree from the (*insert desired program*).
6. The graduate student must send the completed “*Change of Degree/Program/Advisor or Add Certificate*” form and the written essay (Word or PDF format) to the following people in the same (one) e-mail:
 - a. Secretary of the Department of Counselor Education and Family
 - b. Program Coordinator (current program)
 - c. Program Coordinator (desired program)
 - d. Current faculty advisor (if different than the Program Coordinator of their current program)
 - e. Chair of the Department of Counselor Education and Family Therapy

APPLICATION DEADLINES

Depending on the semester or term that the graduate student desires to begin coursework affiliated with the new program, the graduate student must complete steps 2 through 6 by the following dates:

- Summer term or fall semester: **February 1** (same year)
- Spring semester: **November 1** (preceding year)

FORMAL INTERVIEW

Once all documents have been submitted and reviewed, the Program Coordinator of the desired program will schedule a formal interview where the graduate student will meet with the Program Coordinator and any applicable program faculty member.

DECISIONS/NEXT STEPS

Once a decision is made by the program faculty (i.e., approved, approved with conditions, or *not approved), the Program Coordinator must inform the graduate student of the outcome within three days. The Program Coordinator must also provide the completed “*Change of Degree/Program/Advisor or Add Certificate*” form to the department secretary within five business days so it can be forwarded to the department chair for review and signature.

*If the decision of the program faculty is to “not approve” the transfer, the student has the option to petition the Chair of the Department of Counselor Education and Family Therapy to request a reconsideration. The student must contact the Chair within five business days of being notified of the program faculty’s decision. The Chair will schedule a meeting so the graduate student may present the reasons they should be reconsidered. If the Chair recommends an alternative decision, the Chair will consult with the Program Coordinator/program faculty to discuss a reconsideration of the graduate student. If the Chair upholds the decision of the program faculty, the student will continue as a matriculated student within the program in which they are currently admitted.

Once the “*Change of Degree/Program/Advisor or Add Certificate*” form is finalized and signed by the Chair, the department secretary will forward the completed form to the School of Graduate Studies.

NEW ADVISOR AND PLAN OF STUDY

The graduate student will be assigned a new advisor if their program transfer request is approved. The new advisor will schedule a meeting with the graduate student to complete a revised “*Planned Program of Graduate Study*” form as well as design their initial course sequencing plan.

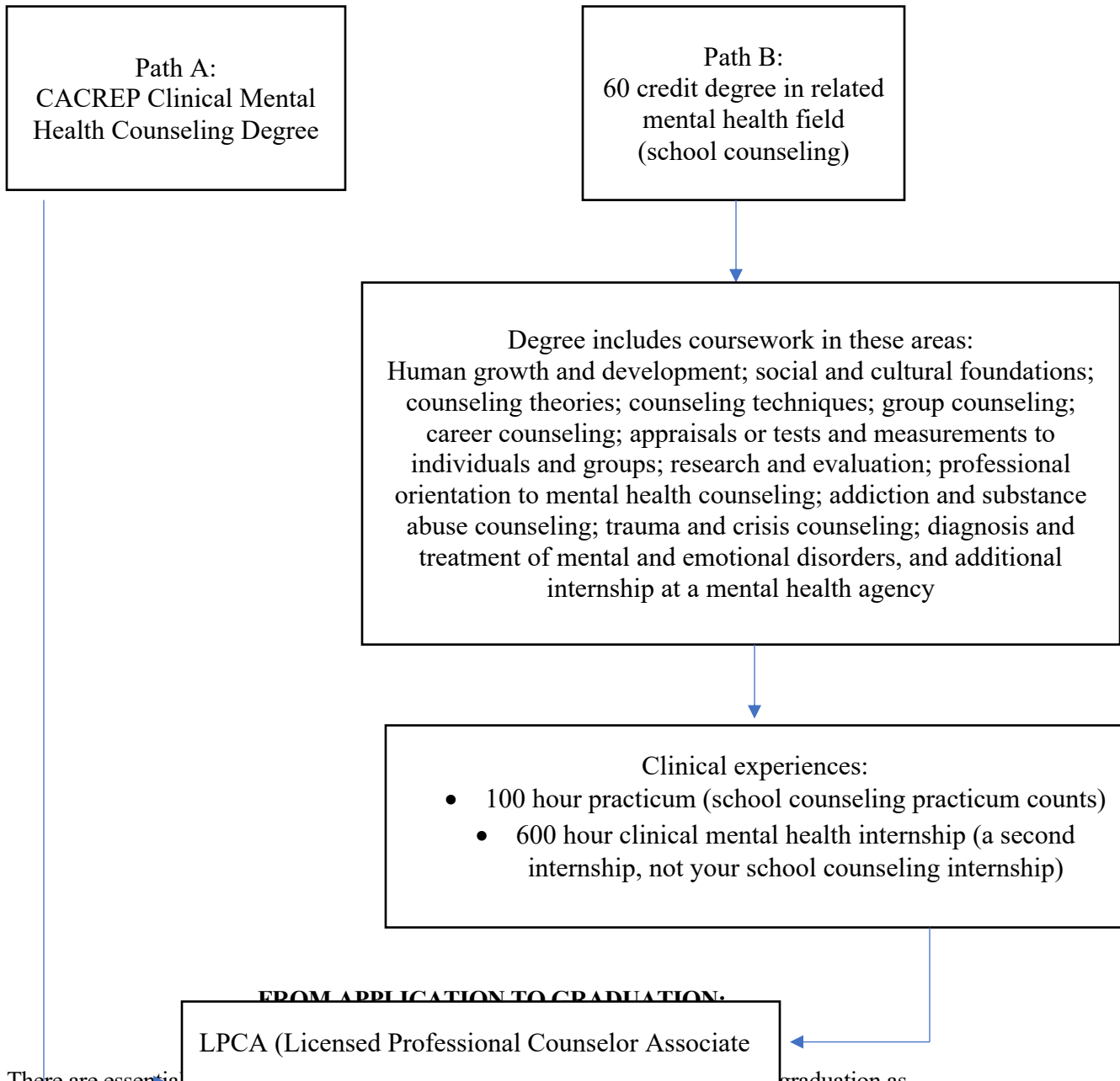
Once the “*Planned Program of Graduate Study*” form is completed and signed by all applicable parties, the advisor will send the form to the department secretary, who will forward it to the School of Graduate Studies as well as place a copy in the graduate student’s file that is maintained by the department.

POLICY & PROCEDURE REVIEW / DEPARTMENT APPROVAL

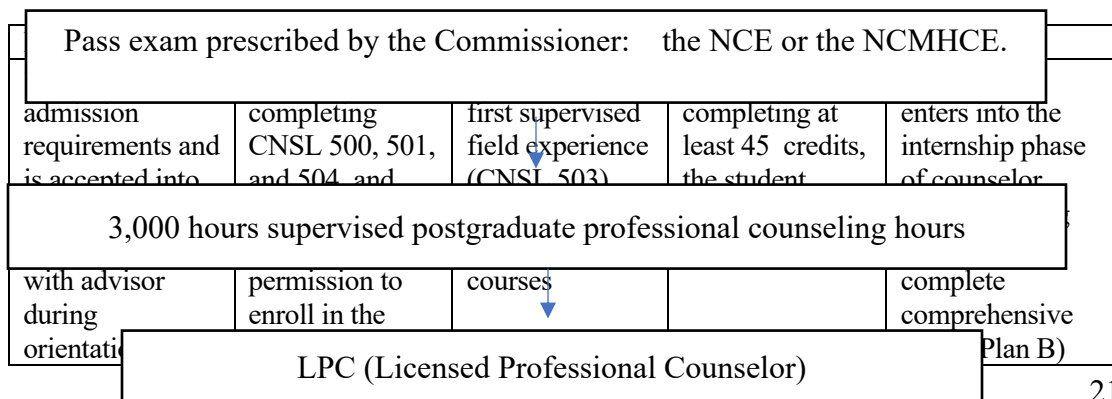
The “Policy and Procedure for Graduate Degree Program Transfer” was reviewed and approved for immediate implementation by faculty members of the Department of Counselor Education and Family faculty members on March 8, 2021..

NOTE: All program coordinators within the Department of Counselor Education and Family are responsible for integrating this information into their respective student handbooks (a current copy should always be maintained in departmental files as well as uploaded on each program’s webpage).

Two Paths to becoming a Licensed Professional Counselor (LPC)



There are essentially five stages that the student goes through from admission to graduation as depicted below:



completes planned program of study	(CNSL 503)			
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- Obtain admission
- Meet with advisor to complete planned program of study
- Apply for approval to enter practicum CNSL 503
- Complete supervised counseling practicum (CNSL 503)
- Complete all required coursework in good academic standing.
- Complete 2 semesters of internship (CNSL 591)
- Complete Plan B – Counselor Preparation Comprehensive Exam (CPCE)
- Apply for graduation.
- Apply for SC certification
- Employment!!!!

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

Obtain Graduate Admission - Congratulations you have already done this.

Complete the Planned Program of Study - Once accepted into the graduate school, the student will meet with his/her advisor to complete the Planned Program of Study.

The Planned Program of Study will identify those courses that the student needs to complete to satisfy requirements for the master's degree. The Planned Program of Study is forwarded to the Dean of the Graduate School, where it is kept on file until the student applies for graduation. To qualify for graduation the student must meet all requirements set forth in the planned program of study. With advisor approval, as many as nine (9) credits of equivalent courses may be substituted from other universities and included on the program of study. The substituted courses must fall within the six-year time limit required to complete the planned program of graduate study.

Apply for approval to begin School Counseling Practicum – Students must seek departmental approval to enter the practicum by submitting an application form (see Forms Spinner or website for on-line forms found at <http://www.ccsu.edu/ceft/counselorEducation-schoolCounselingMS.html>). After reviewing the student's transcript and Counselor in Training Skills and Competencies Checklist (C3) 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, 504, and 520 before beginning the practicum. If they are currently enrolled in any of these courses their professors will be asked to vouch for the fact that they are demonstrating an acceptable level of emotional maturity and performing at a GPA of 3.00 or better.

CNSL 503 Application Deadlines

- **Spring Enrollment**
 - Submit application by October 15 the preceding semester.
- **Fall Enrollment**
 - Submit application by March 15 the preceding semester.

Complete School Counseling Practicum (CNSL 503): The Supervised Counseling Practicum (CNSL 503) provides the first opportunity for the student to perform School Counseling activities under close supervision in a school setting. Students perform a minimum of 100 clock hours of field experience, of which 40 hours is in direct service with clients. The site supervisor provides a minimum of one hour of individual supervision each week. Students also participate in a weekly supervised seminar with a program faculty member and other students in similar practica. More information about the practicum requirements are found in later in the handbook in “The Practicum and Field Experience” section. **REMINDER:** Practicum (CNSL 503) is a **prerequisite** of internship (CNSL 591) and **cannot** be taken concurrently.

Complete all required coursework in good academic standing - Students must complete all courses identified on the Planned Program of Study. 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 grade lower than C is permitted on the student’s Planned Program of Study. A grade of C or lower in the core counseling courses, i.e., CNSL 500 or CNSL 501 or in field experience courses, i.e., CNSL 503 or CNSL 591 is not considered acceptable. Students may consult the graduate catalog for grade appeal process. Students who stop taking a class without officially withdrawing through the Registrar’s Office will automatically get a grade of F in the course. While the course may be taken again for a better grade, the original F will remain and is included in the student’s overall GPA calculation.

Complete the School Counseling Internship (CNSL 591) - The internship is the culminating experience in the school counseling program where students have the opportunity to use what they have learned in class and apply theory to practice. Students who are certified teachers and have taught three years with that status must complete a 600-hour internship. Students who are not certified teachers must complete a minimum of 700 hours over the course of a 10-month academic year. Discussions about the internship and associated requirements should occur between students and advisors within the first year of a student’s academic experience at CCSU. Advisors will be pleased to provide information about available internship sites, but it will be the student’s

responsibility to make specific arrangements. Usually, this is done in the same manner as one would seek employment, i.e., sending a resume and cover letter, and arranging for a personal interview. More information about this is included in the separate section on the internship in this handbook. **REMINDER:** Practicum (CNSL 503) is a prerequisite of internship (CNSL 594) and cannot be taken concurrently.

Plan A – Thesis (CNSL 599): In addition to taking the required comprehensive examination (CPCE), a student may choose to complete a thesis project with the guidance of their academic advisor.

Thesis Policy and Guidelines

The thesis is a major scholastic 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 undertake a thesis project must present a formal proposal to the School of Graduate Studies. In addition to following the guidelines outlined by CCSU’s School of Graduate Study (<https://www.ccsu.edu/grad/resources/thesis.html>), students must follow the Department of Counselor Education and Family Therapy’s guidelines and timelines in order to successfully complete the thesis:

- The first step in the thesis process is to identify a Primary Thesis Advisor. The Department requires a core department faculty member in your major specialization to be the Primary Thesis Advisor. The student works closely with their advisor in the design, implementation, and writing of the thesis project.
- A thesis is a major project and the Department requires that a student begin the thesis project **at least one year prior to graduation**.
- Deadline for completion of a thesis is **April 15**. With the guidance of your advisor, early completion of thesis registration (CNSL 599) and the thesis proposal paperwork is recommended.
- The Department also requires that if a student chooses to begin a thesis project, they must have **successfully completed CNSL 598 (Research Methods) and at least 18 credits** in their program of study prior to starting a thesis.
- No student is permitted the thesis option if they have an incomplete (I) in any course.

- At least one second thesis reader who also must be chosen prior to beginning the thesis. A reader can be another faculty member in the department, adjunct faculty member, or subject matter expert in your thesis topic. The second reader provides input and an "outsider's" critique of the thesis. It is important to discuss your options for reader(s) with your Primary Thesis Advisor prior to inviting the reader to serve on your committee.
- If the student chooses to complete a quantitative research project for the thesis, the Department suggests that the student also take a **statistical methods and data analysis course** outside the department. Please discuss with your advisor what course options you may pursue.
- Since most thesis students have limited resources with which to do the thesis, it is wise to keep the project simple and manageable. Some student research grants may be available; the student may wish to check with the School of Graduate Studies or private sources to learn how to obtain grant funding for thesis projects.
- The Institutional Review Board (IRB) at CCSU must approve all projects involving the use of human subjects.
- Three (3) credit hours are awarded for completion of the thesis.

For detailed timelines, required paperwork, and processes required for a thesis, please refer to the "The Master's Thesis Handbook" that is available on the School of Graduate Studies webpage:

<https://www.ccsu.edu/grad/resources/thesis.html>.



CAPSTONE REQUIREMENT/PROJECT

Plan A - Thesis (3 credits): Students, who are interested, have the option to complete a thesis project (CNSL 599). The thesis is a major scholastic research 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 research contribution to the field. Students who choose to complete a thesis must have completed CNSL 598 (Research Methods) and register for CNSL 599 at least one year before graduation. Note, 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 simple 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 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 Studies Council of the University. Students who elect to complete a thesis project will also be required to take the Counselor Preparation Comprehensive Examination (CPCE).

- CNSL 599 Thesis (Plan A) - OPTIONAL

Plan B - Comprehensive Examination (0 credits): All master's degree candidates must independently register and successfully pass the **Counselor Preparation Comprehensive Examination (CPCE)**. This national examination is taken during the fall academic semester while enrolled in CNSL 591 (internship).

- Comprehensive Examination (Plan B) - REQUIRED

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 graduation 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 then 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.

Apply for School Counselor Certification - Before the graduated student can practice in the State of Connecticut as a School Counselor, he or she must first obtain an Initial Educator Certificate from the State Department of Education. The student should complete an application for Connecticut Certification early in the final semester at CCSU. The application forms and information about completing them are available in the Office of the Associate Dean, School of Education and Professional Studies.

Employment – The following websites can be used when searching for school counseling positions:

IN CT:

<http://www.ctreap.net>

<http://www.cea.org>

<http://www.cttech.org/central/career-ops/career-ops.htm> (CT Technical Schools)

In addition, we also suggest visiting individual school district websites.

IN OTHER STATES: Check state's department of education website and contact state school counseling association.

IN OTHER COUNTRIES:

ISS – International School Services

<https://www.iss.edu/school-services/staffing-a-school/school-recruiting-with-iss/open-positions>

School Counseling Across the Pond – Blog

<http://internationalschoolcounselor.blogspot.com/2012/07/international-schools-and-how-i-got-in.html>

Joyjobs – Listing of international teaching/counseling jobs

<http://joyjobs.com>

PAID INTERNSHIPS ABROAD:

Search Associates

www.searchassociates.com/Paid-Internships.aspx

FIELD EXPERIENCE: THE PRACTICUM AND INTERNSHIP

Many students who have graduated reflect back on their clinical placements as being among the most critical components of both their personal and professional development. The student's practicum and internship provide an opportunity to apply counseling theory to practice and to further develop one's knowledge, skills, abilities, and broaden one's professional identity. Because field placements represent new ventures into unknown territory, it is not uncommon for students to feel a little nervous and unsure of themselves. Hopefully, students also realize that moving from the safety of "role-plays" in the classroom to counseling people who present personal growth challenges represents a significant responsibility. The on-site supervision and on-campus seminar class provide an excellent opportunity for students to process these feelings.

SCHOOL COUNSELING PRACTICUM

Introduction - The Supervised Counseling Practicum (CNSL 503) provides the first opportunity for the student to perform professional counseling activities under close supervision in a school setting. This is usually done in an urban setting. Students perform a minimum of 100 clock hours of field experience of which 40 hours is in direct service with clients. At least 10 of the 40

hours must be in facilitating a group counseling experience. The site supervisor provides a minimum of one hour of supervision each week. Students also participate in a weekly faculty supervised seminar with other students in fieldwork, and discuss issues related to their site. The Practicum is an opportunity to apply theory to practice and experience the dynamic interactions that take place within any organizational system.

Because this is the first clinical experience students will receive supervision both on the job from the site supervisor and group supervision from the seminar professor. Students are expected to provide audio-recordings of their counseling sessions as part of the supervision process. Students should make sure that they seek permission to record from the school and provide clients with adequate informed consent regarding the purpose of the recording and the voluntary nature of the client's participation. If taping a minor, parental permission is required. Forms are available on the program .

<https://www.ccsu.edu/ceft/counselorEducation-schoolCounselingMS.html>

Practicum Training Guidelines - The practicum experience is intended to enable the beginning student to develop and enhance basic counseling skills and to integrate professional knowledge and skills.

While differences will exist across sites, it is expected that most students will have an opportunity to practice basic listening skills, interviewing and assessment skills, and individual and group counseling skills. The student is also expected to develop the ability to critique one's own work, learn from the constructive criticism of others, and develop an increased level of awareness of one's reaction to different clients.

Student Commitment - The student spends minimally one hundred hours on site, including any orientation or training that is required. The practicum's format depends on the nature of the school and its needs and the goals of the student. **There is no prohibition to 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 serve as a pathway to future internship and employment opportunities. At all times, of course, students are expected to conduct themselves in a manner reflective of their professional status.

Practicum Search Process -

Step 1. Submit your application for practicum to the department on or before March 15 for the Fall semester and October 15 for the Spring semester.

Step 2. Review the department's approved list for school counseling clinical sites which will be emailed to you once you are approved. Hold on to this list to assist with your search for an internship site.

Step 3. Speak to your advisor and other students about possible sites. 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 4. If the facility schedules an interview, bring a blank copy of the Agreement Form and review with the site supervisor. Describe your goals, ask any questions and raise any concerns.

Step 5. If the site has never been used before, discuss new site approval procedures with your advisor.

Step 6. If an affirmative site placement decision is made, arrange a time to complete the practicum agreement contract. Submit your completed Agreement Form to your Seminar Faculty Member at the time of the first class meeting along with your professional liability insurance certificate and proof of fingerprinting.

SCHOOL COUNSELING INTERNSHIP

Introduction - The school counseling internship experience is intended to enable the student to enhance developmental counseling skills and to integrate professional knowledge and skills within the context of an actual school setting. It is the culminating experience in developing your new identity as a professional school counselor. Many graduates report that it was the most important part of their professional training. The internship is a minimum of 700 hours over the course of the full 10-month school year that includes a minimum of 300 hour of direct student contact.

Students work a minimum of 5 hours a day for 3 days per week. However, some students work more hours in order to totally integrate themselves into the culture of the school. Students who are certified teachers and have taught for 30 months or more may fulfill the program requirements in a 600 hour internship with at least 240 hours of direct student contact, performed in either one or two semesters (sometimes more if needed).

Students have the opportunity to apply the theories and skills they have learned throughout their graduate training in a school setting. They will become acquainted with their internship site's philosophy, mission and goals, its management style, and its unique culture. They are considered part of a team in which they will have an opportunity to consult and work collaboratively with other counselors, teachers, administrators, parents and members of the community. While differences will exist across sites, it is expected that students will have the opportunity to practice the full array of school counseling services including, interviewing, assessment, case conferences, and individual and group counseling.

Students will be expected to be a cooperative team member who develop the ability to critique their own work, learn from the constructive feedback of others, and develop an increased level of awareness of their relationships and interactions with fellow workers, supervisors, and clients. Students are expected to conduct themselves in a manner consistent with their new professional identity adhering to the highest standards of practice and ethical conduct.

Finding the Right Internship - The internship may be the single most important part of the student's graduate learning experience. The internship should be at a different level than the practicum. For example, if the practicum was at a middle school then the internship should be at a high school. Since students train on a full time basis for an entire academic year, it is very important that they choose their internship carefully. Convenience of location and opportunities for employment often 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. Students are best served by finding a site that is in alignment with the philosophy and objectives of CCSU's school counseling program. One important question to ask is "Does the site have a written comprehensive school counseling program?" CCSU's program places a strong emphasis on a developmental model of school counseling that is reflected in the ASCA National Model for School Counseling (2012). Therefore, the most ideal training would be offered in a setting that has a fully implemented developmental school counseling program. To determine whether a particular site has a comprehensive school counseling program the student should ask the following questions:

1. Is the school counseling program considered an integral component of the academic mission of the educational system?
2. Does the school counseling program seek to impart skills and services to **all** students in the academic, career and personal/social dimensions of their education?
3. Does the school counseling program emphasize proactive and preventive services instead of focusing on remedial or crisis intervention counseling?
4. Are the Principal and Director of School Counseling committed to the ASCA National Model of school counseling?

5. Is there a high level of teacher involvement in planning and presenting classroom activities designed to foster academic, career, and personal/social development in the students?
6. Is there a written K-12 Comprehensive School Counseling Program in the system?
7. Is the site supervisor trained in clinical supervision, and will he or she be willing to spend at least one full hour a week with the intern in face-to-face supervision, including reviewing audio tapes and case notes?
8. If it is a high school, will you have access to becoming trained in Naviance or other college and career readiness platforms?

See Suggested Fieldwork Sites in School Counseling A-Z advising section of handbook.

Arranging for Interviews - Looking for an internship is no different than looking for a full time job. If the student has personal contacts that will help them to get interviews, by all means, they should 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. 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 2.** If the facility schedules an interview, bring a blank copy of the internship contract used by CCSU and review with the site supervisor. Describe your goals, ask any questions and raise any concerns.
- Step 3.** If the site has never been used before, discuss new site approval procedures with your advisor.
- Step 4.** If an affirmative site placement decision is made, arrange a time to complete the internship agreement contract. Submit your completed contract to your Seminar Faculty Member at the time of the first class meeting along with your professional liability insurance certificate.

Administrative Requirements -

1. Apply for the internship to the department on or before March 15 for the Fall and Summer semester and October 15 for the Spring Semester. (*You should have completed all of your coursework with the exception of the capstone project*)
2. Complete the Agreement Form and hand it in by the first seminar class meeting. It is the student's responsibility to complete all relevant sections of the contract and

present it to the site supervisor for discussion and signature. Internship hours will begin to accrue ONLY after the contract has been signed and handed in.

3. Obtain professional liability insurance. Students providing clinical services must be covered by Professional Liability (malpractice) insurance. Very inexpensive student insurance can be purchased as a benefit of membership in a professional organization such as the American Counseling Association (ACA). Membership in the American School Counseling Association (ASCA) provides you with automatic coverage. You can join ACA on line at <http://www.counseling.org> and ASCA at <http://www.schoolcounselor.org>. 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 beginning the internship.

4. Maintain a weekly and a monthly log of your internship hours. The monthly log will be signed by the site supervisor and handed in to the seminar faculty member. The monthly log will summarize direct, indirect, and supervision hours. The monthly logs will be placed in the student's official file. Students should make a photocopy of the documentation for their own records.
5. At the end of the 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
6. Deadline specified by the seminar faculty member. The evaluation is based on the internship competencies described on page 28.

The Site Supervisor - The site supervisor must be a State of Connecticut certified and tenured School Counselor with a minimum of four years of professional experience. In signing the internship agreement, the site supervisor agrees to:

1. Provide the student with opportunities to engage in the full variety of counseling 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 audio/video tapes, live observation, and discussion of salient clinical issues.
4. Provide a written evaluation of the student based on criteria established by the university program.

The Student's Responsibility During Supervision – The degree to which the student will benefit from clinical supervision will depend on the student's advanced preparation. In supervision, students play an important role in their own learning process and need to be proactive. It is the supervisee's responsibility to construct the supervision agenda that may include, but is not limited to such topics as: new cases, a review of audio or video tapes, ethical and legal issues, personal issues, client problems, counseling technique questions, treatment planning issues, and administrative questions. The faculty instructor or site supervisor will provide more information about how to prepare for a supervisory session. A sample of a hypothetical supervisory agenda is contained in Appendix IV.

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 teachers, parents and administrators that you will be able assist children 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 teachers, administrators, parents and community members will be critical to the success of your clinical 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 school counselors. Appropriate dress, decorum, respect for confidentiality and standards of performance must be maintained at all times. Students should have a copy of the *ASCA Ethical Standards for School Counselors* readily available. They should also become familiarized with the school's policies pertaining to ethical, legal, and administrative procedures. The student should seek supervision whenever there is any doubt or confusion regarding ethical or legal requirements.

Maintaining confidentiality is an essential element of professional behavior. Students should be familiar with the ethical and legal requirements concerning confidentiality and the rare circumstances when confidentiality is limited. Students do not discuss cases with persons who are not involved with the case or involved in supervisory activities around the case, including your significant others. Students do not speak to authorized persons in inappropriate contexts, such as in hallways or in cafeterias or restaurants. Students will ensure that there is privacy when discussing cases on the phone. The student will obtain signed releases from the clients

before any discussion regarding a case can occur with parties not associated with the agency. The student will check with the school regarding policies on releases. Also, the student will ensure that clinical documentation is protected at all times, is never being taken outside of the facility and always kept in locked files in a secured room. For written materials used for university-based supervision, the student will make notes on clinical record-keeping forms provided by the supervisor and use codes to disguise any identifying information in the case. For audio recording, the student will obtain signed releases prior to proceeding with recording. Recordings will be secured at all times. No other person will be allowed to review or ensure recording of clinical material without written permission of the client or clients.

Internship Competencies - During the course of the internship the student is 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. These competencies also serve as excellent topical areas to discuss during your weekly supervision sessions.

1. Provides academic counseling, career counseling, and personal and social counseling to students in the school setting.
2. Demonstrates skill integration of guidance curriculum into the total school curriculum; specifically, by systematically providing information
3. and skill training to assist K-12 student in maximizing their academic, career, and personal/social development.
4. Demonstrates knowledge of multicultural counseling issues, including possible effects of culture, race stereotyping, family, socio-economic status, gender and sexual identity, language, and values on student development and progress in the school setting.
5. Demonstrates knowledge of methods and techniques for prevention and early intervention in order to maximize school success for students.
6. Demonstrates knowledge and skill in the consultation process, effectively consulting with teachers, administrators, parents, community groups, and agencies as appropriate.
7. Demonstrates knowledge of ways to coordinate and develop programs and services that enhance school climate for effective learning.
8. Demonstrates knowledge of legal ennoblements and constraints impacting school counselor and students.
9. Demonstrates knowledge of the concepts and process of effective counseling and intervention programs for individuals and groups of students, including advocating for student access to school and community programs.

10. Demonstrates knowledge and skill in carrying out a comprehensive and developmental counseling program, including organizing and leading group counseling interventions appropriate to the school level.
11. Demonstrates skill in applying brief strategic interventions for use with student problems and concerns not severe enough for outside referral.
12. Demonstrates knowledge of the ethical standards and practices of the school counseling profession, and skill in applying these ethical standards to specific counseling situations.
13. Demonstrates ability to work productively as part of a school based mental health teams. This includes seeking assistance, asking questions, and addressing any workplace conflict or challenge in a professional manner.

Internship 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 counseling relationships, it is important that you work closely with your supervisor and your seminar professor. Students who have experienced problems with separation and rejection in the past may be particularly emotionally vulnerable. Therefore, it is wise to prepare the students early and, if appropriate, discuss who might be serving in your absence. Having spent an entire academic year at your school, you will also undoubtedly have difficulty saying your good-byes. But, it's also a good time to give yourself a big pat on the back. 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 professional school counselor.

ASSESSMENT of PROFESSIONAL FUNCTIONING

Policy on Gatekeeping and Assessment of Professional Functioning and Behavior

Because of the special nature of a therapeutic counseling relationship, it is critically important that students are able to manage emotional distress, interpersonal challenges, or any psychological problems that may impair their effectiveness as a counselor or therapist.

The American Counseling Association (ACA), American School Counseling Association (ASCA), American College Personnel Association (ACPA), and American Association for Marriage and Family Therapy (AAMFT) indicate the need for students and supervisees to

monitor themselves for signs of impairment from their own physical, mental, or emotional problems and refrain from offering or providing professional services when such impairment is likely to harm a client or others. Students/supervisees are encouraged to notify their faculty and/or supervisors and seek assistance for problems that reach the level of professional impairment, and, if necessary, they limit, suspend, or terminate their professional responsibilities until it is determined that they may safely resume their work (ACA, 2014).

As gatekeepers of the profession, department faculty and site supervisors have an ethical responsibility to monitor and intervene (when necessary) when there are signs of impairment in professional functioning and behavior. Through initial and ongoing evaluation, faculty and supervisors are aware of student/supervisee limitations that might impede performance. Faculty and supervisors assist students/supervisees in securing remedial assistance when needed. They can recommend dismissal from training programs, practicum or internship, counseling settings, and state or voluntary professional credentialing processes when those students or supervisees are unable to demonstrate that they can provide competent professional services to a range of diverse clients. Faculty and supervisors can seek consultation and document their decisions to dismiss or refer students/supervisees for assistance. They also can ensure that student/supervisees are aware of options available to them to address such decisions (this may include personal counseling or treatment) (ACA, 2014).

As referenced by Wolf, Green, Nochajski, and Kost (2014), a definition of impairment in counselor professional functioning in Lamb, Presser, Pfost, Baum, Jackson, and Jarvis (1987), and then amended by Bemak et al. (1999) to include students is:

An interference in professional functioning that is reflected in one or more of the following ways: (a) an inability and/or unwillingness to acquire and integrate professional standards into one's repertoire of professional behavior, (b) an inability to acquire professional skills in order to reach an acceptable level of competency, and (c) an inability to control personal stress, psychological dysfunction, and/or excessive emotional reactions that interfere with professional functioning. (p.598)

Assessment of Professional Functioning and Behavior

In addition to meeting acceptable academic standards, the faculty evaluates all students on the basis of certain personal characteristics and professional behavior that have been deemed

essential to becoming effective counseling and therapy professionals. Students are expected to be mature, motivated for graduate studies, and invested in the welfare of others.

Research has shown that effective counselors and therapists 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 differences.

Counselor-in-Training Skills and Competencies Checklist: Faculty will complete an assessment instrument known as the “Counselor-in-Training Skills and Competencies Checklist” (C3). Because CNSL 501 (Theories and Techniques in Counseling) and CNSL 504 (Professional Studies in Counseling) are two courses that typically involve a good deal of self-exploration and afford opportunities for student self-disclosure, the C3 will be completed on all enrolled students. Because the C3 evaluates attitudes, attributes, professional functioning and behavior, and competencies, it is used to help ensure that no student has personal or professional functioning problems significant enough to limit their effectiveness as a counselor-in-training training and as a future professional counselor. In addition to these academic courses, Part II and Part III of the evaluation form will be completed by instructors of CNSL 525 (Multicultural Counseling), and **as needed by any instructor in any course while enrolled in the program** (including field placement courses).

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 assessment instrument and discuss the results with their professor and/or advisor. (See Appendix for a copy of the C3)

In addition to evaluation of attitudes, attributes, professional functioning and behavior, and competencies for counseling or marriage and family therapy, the Department faculty reserve the right to assess its students as it pertains to academic and clinical performance and ethical professional behavior. Faculty also are permitted to complete the assessment instrument on a student at any point in their program of study. If problems are identified that call into question the suitability of counseling as a career option for a student, the recommendation for continuation in program may be deferred.

Additionally, students are held to the ethical codes of ACA, ASCA, ACPA, or AAMFT. If, after having been given an opportunity to be heard concerning allegations of ethical violations, it is found a student has violated any code of ethics for counselors or therapists, the Department will recommend to the Dean of Graduate Studies that the student be dismissed from the Graduate School. In such an instance, the student would be advised of their appellate rights.

Probationary Process for the Department of Counselor Education and Family Therapy

As needed, the counselor education faculty will identify student concerns and review student progress during their Department meetings. If and when adequate mastery of attitudes, attributes, professional functioning and behavior, and/or competencies are not demonstrated (including during practicum and internship), it may be necessary to initiate a probationary process resulting from a majority vote of the Department faculty. The faculty members reserve the right to place a student on probationary status if it is clear that student is not progressing in a manner expected at that particular time or has exhibited impairment in professional functioning and/or behavior and competencies. The student will be notified, in writing, that the probation has been initiated.

Individual remediation plan. The process of probation may include a remediation plan to enhanced student self-awareness and how their behaviors may impair academics, interpersonal relationships, and clinical progress in the program. The remediation plan means that a student, with their professor, advisor, or program coordinator, and the Department Chair (as necessary), will meet to review specific feedback related to the performance criteria required and expected of a student at that particular point in time, and an action plan with a timeline will be developed to address identified deficits. This information is specific and documented for clarity. All parties sign the remediation plan and a copy is placed in the student's department file. It is the responsibility of the student, their advisor, and program coordinator to monitor student status in meeting plan recommendations (this can include providing documentation of personal counseling).

Possible outcomes of remediation plan. a) If the academic and/or professional issues are resolved within the designated remediation or probationary period, the student will be removed from probation; b) If a student initially resolves issues identified in remediation, and then displays further problematic issues at a later point in the program, the faculty can decide if further remediation is necessary or make a decision to recommend to the Dean of Graduate Studies that the student be dismissed from the Graduate School; c) If a student is unable to successfully resolve the conditions of their remediation probationary status within the designated probationary period, the department will recommend to the Dean of Graduate Studies that the student be dismissed from the Graduate School. In such an instance, the student would be advised of their appellate rights.

School of Education and Professional Studies Temporary Suspension from Program and/or Experiential Learning Policy

This process is to be used when a student has been alleged of a serious behavior, or action, or a significant failure to demonstrate professional behaviors/meet learning outcomes associated with the program/experiential learning, typically defined/described in the program handbook that may impact a student's status or progression in a course/the program.

Experiential Learning includes but is not limited to clinical rotations, practicums, student teaching, and internships. It is imperative that this policy is followed to ensure a student is given due process before any final decision or action is taken.

Process:

1. Student is notified about the precipitating incident and the potential outcome(s) if the allegations hold true. This may include but is not limited to: suspension or termination of experience, probation with performance improvement plan/remediation, course failure, or program dismissal. This must be communicated to a student in writing (email or hardcopy). It is recommended that the "Notice of Temporary Suspension" form is used. A copy of this policy should also be included with the notice to the student.

2. An in-person meeting is scheduled as soon as possible with the student, the course faculty, the department chair, and other individuals deemed appropriate such as clinical practicum/internship faculty or supervisor, coordinators, advisor, etc. In the event an in-person meeting is not possible, then a virtual meeting with recording capabilities, such as TEAMS or WebEx, should be used. A recording of the meeting should be archived. Any written documents for/from the meeting should be archived.

3. During the meeting the following must occur

- a. Student is informed of the allegation along with any additional information that may have been gathered since the original notification was sent to student.
- b. Student is informed/reminded of the potential outcomes as stated in the initial communication to the student (Step 1 above).
- c. Student is allowed the opportunity to share their side of the story. It is recommended that a written narrative is also provided by the student or transcribed during the meeting.

d. Student is allowed to present reasons why the proposed potential outcomes should not be taken.

4. A second meeting with the appropriate faculty/staff is held to discuss and consider all the facts of the incident including the student's statements made during Step 2. After consideration of all facts and statements, a decision of the final outcome is reached.

5. Student is informed, in writing, of the outcome with appropriate supporting statements. The student is advised of their opportunity to meet with the appropriate Dean to discuss final outcome.

6. If necessary, documentation is sent to appropriate offices on campus (Dean, Registrar, etc.).
Important Notes:

- This process is to be used when an incident of serious concern is raised that has the potential for a serious impact on a student's status or progression in an academic program.
- This process does not replace the CCSU Academic Misconduct, or Student Misconduct policies. Depending on the allegation, a student may also be subject to one of those processes.
- Only CCSU can terminate an experiential learning experience. In the event that a partnering site wants to terminate an experiential learning experience, it should be considered as a request for CCSU to terminate the experience.

Miscellaneous Student Information, Organizations, and Resources

Student Cohort: The program is designed to allow both full- 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.

Full-Time Or Part-time Status: Central Connecticut State University prides itself on its diversity and its emphasis on the "Non-traditional Student." The Clinical Professional Counseling program has been designed to accommodate both full- and part-time students; therefore, the majority of Fall and Spring courses are offered Monday through Thursday during the evening hours (typically 4:30pm-7:10pm and 7:20pm-9:50pm). Each course is offered during a specific term and at a specific date and time, so you may need to adjust your schedule from semester-to-semester to accommodate your plan of study. Many courses are also offered during the two Summer terms and a few are available during the Winter intercession (dates and times differ from the Fall and Spring academic schedule); however, taking a course in the Summer or Winter terms is optional.

Course Loads: Full-time students carry a minimum of 9 credit hours per semester. Part-time students carry less than 9 credit hours per semester.

Status Change: It is very important for students to notify the Registrar's Office if they are changing their full-time or part-time status.

Degree Completion: Since school 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) Prerequisites (2) Core Courses (including practicum) (3) Specialization Courses, and (4) Internship. Other required courses may be taken when offered following completion of the prerequisites and following full acceptance into the specialization.

Full-time students can complete the program in three years (assuming they take some courses during the Summer and/or Winter terms). Part-time students are advised to plan on taking two courses per semester prior to taking the practicum sequence. Part-time students are not required to take an internship during their third year but are expected to follow the program's sequential pattern over a longer period of time. All students must successfully complete the master's degree requirements within six years after beginning the program.

Student Volunteer Experiences: All students are strongly encouraged to participate in volunteer experiences in community human service settings. Volunteer work can be a valuable developmental experience for the potential professional counselor. 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. Faculty advisors can assist students to identify appropriate opportunities for volunteer work.

Personal & Professional Growth: A school counselor's development involves socializing into a new professional identity-this is no small task! In the course of learning how to be a professional counselor, students may find themselves encountering unresolved personal issues and situations that have not been mastered in one's own life. The student will begin to question roles and rules played in one's own family (both family of origin and family of choosing), which may generate stress and changes in relationships with family members and friends. Training to become an effective counselor requires students to explore patterns in their own life (both functional and dysfunctional) that may become activated in the course of working with others. The counselor is constantly utilizing various parts of one's self as instruments of change for clients, and as such, must be able to discover both strengths and "stuck points." You will be asked, in an atmosphere of safety and respect, to share some of these patterns with instructors through assignments, and sometimes with classmates in a classroom discussion or supervisory context. It is understood that any personal information divulged by students will be treated with respect and discretion. While confidentiality cannot be assured in such a public setting, each student has a responsibility to contribute to creating a safe environment in which deeply personal information may be disclosed for training purposes.

Attendance at Conferences and Professional Meetings: Attending professional conferences and meetings provide an excellent chance for students to network and lay the groundwork for possible employment opportunities. Students are encouraged to attend professional conferences as well as conduct poster presentations and educational sessions. Such activities provide broad exposure to the field and an opportunity to meet others at various levels of professional development in the field of professional counseling. CCSU's Graduate Student Association (GSA) has some funds to help subsidize a limited number of workshops and conferences. Please contact the president of the Counseling GSA for details.

Graduate Student Association: 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. Members of the GSA of Central Connecticut State University are full-time graduate students. Any part-time student who desires to become an associate member may pay a nominal membership fee (full-time student dues are included in fees already paid by full-time students).

Central Counseling Society: The Central Counseling Society (CCS) is organized and run by graduate students who are in the Clinical Professional and Rehabilitation 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. Dr. Zalewski is the faculty advisor.

Chi Sigma Iota: Chi Sigma Iota (CSI) is the international honor society for counselors, counselor educators, and counselors-in-training. Our Department established a CSI chapter (Chi Alpha Mu Chapter) and initiated our first members on May 10, 2013. To qualify for honor society membership, students in the professional counseling or school counseling programs must attain at least a 3.5 grade point average (GPA) after their first and subsequent semesters, have successfully completed at least 9.0 graduate credit hours, and "represent the best about professional counseling through appropriate professional behavior, ethical judgment, emotional maturity, and attitudes." Information regarding CSI can be found on the CSI website: www.csi-net.org

The CSI faculty chapter advisor is Dr. Reginald W. Holt and the faculty co-advisor is Dr. Cherie King.

Tuition & Refund Policies: Policies regarding registration for courses, tuition, fees, and refunds are outlined in the Graduate Catalog. Please refer to the catalog for detailed information regarding such policies, along with other topics:

<http://ccsu.smartcatalogiq.com/current/Undergraduate-Graduate-Catalog>

Scholarships & 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 Counselor Education and Family Therapy. The library is also an excellent source of information regarding the availability of scholarships and other sources of funding for education.

Non-Discrimination Policy: CCSU's has a clear policy on non-discrimination in education and employment, which can be fully accessed through the Office of Equity & Inclusion:

<https://www.ccsu.edu/diversity/policies/index.html>.

“Central Connecticut State University (CCSU) is committed to a policy of nondiscrimination in education and employment. No person shall be discriminated against in terms and conditions of employment, personnel practices, or access to or participation in programs, services, and activities with regard to: age; ancestry, color; gender identity and expression; intellectual disability; learning disability; mental disability; physical disability; marital status, national origin; race; religious creed; sex, including pregnancy, transgender status, sexual harassment and sexual assault; sexual orientation; veteran status; or any other status protected by federal or state laws... This policy shall apply to all individuals affiliated with CCSU including, but not limited to, students, employees, applicants, agents and guests and is intended to protect the rights of concerned individuals.”

Grievance Policy: Complaints or disputes concerning a professor or clinical supervisor, including concerns with academic 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 Coordinator. 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.

CCSU also has a University Ombudsperson, whose mission and roles are described on their office’s webpage: <https://www.ccsu.edu/ombudsperson/>. The University Ombudsperson serves as an impartial and confidential mediator of disputes among members of the University community. The University Ombudsperson is an excellent source of information and assistance in addressing concerns with faculty and other students.

Students with Disabilities: Central Connecticut State University is committed to making the necessary modifications of programs, services, and facilities in order to provide qualified students with documented disabilities the opportunities necessary to pursue their educational objectives without fear of discrimination. CCSU’s Office for Student Disability Services (SDS) is committed to providing our students with services and resources that help to level the playing field. We encourage you to learn more about our services and wish you the best in achieving all of your academic goals.

Student Disability Services

Willard-DiLoreto Hall, Room W 201
1615 Stanley Street
New Britain CT 06050

E-mail: DisabilityServices@ccsu.edu
Phone: (860) 832-1952; Fax: (860) 832-1865

Webpage: <https://www.ccsu.edu/sds/>

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Academic Integrity - At Central Connecticut State University we value personal integrity as fundamental to our interactions with each other. We believe that one of the purposes of a University education is for students learn to think critically, to develop evaluative skills, and to express their own opinions and voices. We place special weight on academic honesty in all of our intellectual pursuits because it is a value that is fundamental to academic life and scholarly practice. All members of the University community are obligated to uphold high standards of academic honesty in their scholarship and learning. Therefore, we expect students to take personal responsibility for their intellectual work and to respect and acknowledge the ideas of others. Academic honesty means doing one's own work and giving proper credit to the work and ideas of others. It is the responsibility of each student to become familiar with what constitutes academic dishonesty and plagiarism and to avoid all forms of cheating and plagiarism. <http://www.ccsu.edu/academicintegrity/>

Adjunct professors – we are fortunate to have multiple adjunct professors who currently work as school counselors teaching in our school counseling program. They deliver high quality instruction and mentorship. Unlike full time faculty members, adjunct professors do not hold office hours. However, you can make an appointment with an adjunct professor to discuss your progress in their class.

American Counseling Association (ACA). The ACA is the largest “umbrella” counseling organization in the United States. It represents the interests of all professional counselors, and has been actively involved in promoting the profession of counseling throughout the country. ACA holds an annual conference in a major city each year. Information about the ACA can be obtained on site at <http://www.counseling.org>.

American School Counseling Association (ASCA). ASCA is the largest organization in the U.S. devoted to promoting the profession of school counseling. Although considered a subdivision of ACA, the American School Counseling Association can be joined separately. Information about ASCA can be obtained on site at <http://www.schoolcounselor.org>.

APA Style – All papers should be typed, double-spaced and conform to the standards of the Publication Manual of the American Psychological Association (7th edition).

For additional information or APA citation guidelines when writing a paper, please refer to:

- www.wooster.edu/psychology/apa-crib.html
- www.psychwww.com/resource/apacrib.htm
- www.lib.ucon.edu/find/guides/APAcitat.pdf
- www.apastyle.org/previoustips.html

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. The President of CCS for the 2019-2020 is Saadia Butts. Email her at buttsaa@my.ccsu.edu

Certification – School counselors are certified by the state of Connecticut. At the close of your internship year, you will complete paperwork under the direction of the SEPS credentialing coordinator. The program coordinator and department chair must sign off on all credentialing paperwork signifying that students have completed all requirements for the program. For more information about school counseling certification in CT, please go to: <https://portal.ct.gov/SDE/Certification/Bureau-of-Certification/Certification-Guides-and-Fact-Sheets>

Chi Sigma Iota - Chi Sigma Alpha Student Affairs Honors Society International is comprised of graduate students, alumni, faculty, and student affairs professionals to promote and recognize excellence in academics, research, and service to the profession of student affairs. The Alpha Delta Chapter was established at CCSU in the Fall of 2017. Chi Sigma Alpha, International has now expanded to include over 200 individuals and 25 chapters since its formation, with CCSU being the 25th chapter. <http://www.ccsu.edu/ceft/chiSigmaAlpha.html>

Conference Attendance - Students are encouraged 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 Graduate Student Association for details.

Connecticut Counseling Association (CCA). Membership in the CCA, provides an opportunity for students to attend meetings and conferences within the state and to meet other counseling students and professionals. CCA has many specialty subdivisions, one of which can be joined for free with CCA membership. Information about the CCA can be found at <http://www.ccain.org>

Connecticut School Counseling Association (CSCA). CSCA advocates for the specific concerns of school counselors in the State of Connecticut and holds its own annual training conference each May. CCSU students are encouraged to serve as members of the CSCA graduate liaison committee and present data/topical interest area posters at the annual conference.

Endorsement Policy – The coordinator of the School Counseling program endorses only those students who have satisfactorily completed their program of study including all course work and field experiences.

The State of Connecticut grants the school counseling certificate after a candidate completes a planned program of study leading to a master's degree, and is recommended by the Office of the Dean of the School of Education and Professional Studies. When a student completes a school counseling program, the student applies for certification through the Office of the

Dean. The department chair reviews and verifies that all requirements have been met. The student is then recommended for certification by the University certification officer. The final decision is made by the State Department of Education, Bureau of Certification and Professional Development.

Fieldwork Sites – Students will complete fieldwork at two different levels. At least one sites must serve 30% or more students of color. The following sites are suggested to students because they incorporate the following (1. a proven track record of commitment to youth and the school counseling profession; 2. a comprehensive school counseling program 3. access to adequate supervision; 4. Suitable office space for school counselors; and 4. Access to key school counseling tools (such as PowerSchool and Naviance):

Elementary Schools	Middle Schools	High Schools*
Highland Elementary School, Cheshire Doolittle Elementary School, Cheshire Truman Elementary School, New Haven	Avon Middle School Chippens Hills Middle School, Bristol Edison Middle School, Meriden Illing Middle School, Manchester King Phillip Middle School, West Hartford Old Saybrook Middle School Middle School of Plainville Vernon Middle School Woodrow Wilson Middle School, Middletown Martin Kellogg Middle School, Newington Smith Middle School, Glastonbury	Conard High School, W. Hartford Fitch High School, Groton Hall High School, W. Hartford Farmington High School Lewis Mills High School, Burlington Middletown High School Newington High School Old Saybrook High School Plainville High School Wethersfield High School Windsor High School Windsor Locks High School Windham Technical High School CREC Academy of Aerospace and Engineering, Hartford

*Several students have been approved to do their internship in Adult Education Centers. These programs serve nontraditional high school students in the evening. CCSU students have interned at Bristol, Newington, Vernon and Manchester Adult Ed.

RAMP SCHOOLS in Connecticut:

Newington High School (former RAMP school); Shepaug Valley School, Washington, CT

CSCA Leadership Roster – Check with school counselors currently serving in leadership roles in our state association at <https://cscawildapricot.org/Leadership-Roster>

Fingerprinting – All fieldwork students (practicum and internship) must be fingerprinted according to the cooperating school district’s protocol as part of the background check completed prior to initiating fieldwork. Practicum and internship students must present evidence (i.e. an email from a district HR staff member) indicating that fingerprinting and a background check have been completed.

Forms - Student forms can be found on our department website.

<http://www.ccsu.edu/ceft/counselorEducation-schoolCounselingMS.html>

Full-time or Part-time Status - Central Connecticut State University prides itself on its diversity and its emphasis on the "Non-traditional Student." The School Counseling 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 Intersession and Summer and occasionally on weekends. 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 school 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) Specialization Courses, (3) Internship, and (4) Capstone. Other required courses may be taken when offered following completion of the prerequisites, and following full acceptance into the specialization. Part-time students are advised to plan on taking two courses per semester prior to taking the practicum sequence. 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 not required to take an internship during their third year, but are expected to follow the program's sequential pattern over a longer period of time. Full-time students can complete the program in three years; all students must finish the program within a six-year time frame from the time they begin the program. It is very **important** for students to notify the Registrar's Office if they are changing their full-time or part-time status. When completing internship, please contact your advisor if you plan to go below 9 credits so that the registrar can be contacted to ensure student loans do not come due during your final fieldwork year.

Graduation – In February prior to the end of the program, students will apply for Graduation. These forms are furnished by your internship professor and are turned into the Dean of Graduate Studies. This process initiates an audit of all coursework to ensure students have met all graduation requirements.

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 paid by full-time students.)

The Graduate Student Association (GSA) sponsors orientation activities for new graduate students, lectures, the GSA Scholarship, and Leadership Development Grants. The ladder 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

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. The university also has an Ombudsman, whose role is described in the University Student Handbook. The Ombudsman serves as an impartial and confidential mediator of disputes among members of the University community. S/he is an excellent source of information and assistance in addressing concerns with faculty and other students.

Internship - The school counseling internship experience is intended to enable the student to enhance developmental counseling skills and to integrate professional knowledge and skills within the context of an actual school setting. It is the culminating experience in developing your new identity as a professional school counselor. Many graduates report that it was the most important part of their professional training. The internship is a minimum of 700 hours over the course of the full 10-month school year that includes a minimum of 300 hour of direct student contact.

Licensure (LPC) – Students may elect to prepare for licensure as a professional counselor during the course of their program. In order to meet the requirements for licensure, students must do the following:

1. Earn 60 graduate credits in Counseling
2. Take an additional 600 hour mental health counseling (CNSL 594). Upon completion of mental health internship, and post-graduation, you are eligible for your LPCA.
3. Pass the NCE or NCMCHE
4. Counselors must undergo 3,000 hours postgraduate supervised experience. Once complete, you can apply for your LPC with the State of Connecticut.

Membership in Professional Organizations – Membership in professional organizations is **strongly** encouraged as a means to strengthen your professional identity and provide you with opportunities to network with fellow professional counselors, to receive journals and newsletters that will enable you to stay current with professional literature, and to attend training seminars and conferences. The national organizations also provide many member benefits and services including professional liability insurance. (see ACA, ASCA, CCA, and CSCA).

Mentoring – Students have the opportunity to be paired with a mentor when they first begin the program. Mentors will be encouraged to meet with their mentees periodically while they are both at CCSU to support the mentees transition into the program and success. Mentors and mentees will be invited to periodic gatherings throughout the school year.

Non-counseling duties – Practicum and internship provide our students with rich learning opportunities. School counseling fieldwork students will not routinely complete non-counseling duties as part of their hours. This means that fieldwork students should not be substituting for teachers, disciplining students, and supervising lunchrooms. Site supervisors will be made aware of the counseling duties that are most suitable for fieldwork students.

University site supervisors will contact any school site supervisors who routinely task fieldwork students with non-counseling duties.

Non-Discrimination Policy - The University has a clear policy statement on the prohibition against discrimination, which can be found in the graduate catalog and on promotional materials for the program. 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 handicap. 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..."

Plagiarism - According to the American Heritage Dictionary (1996), to plagiarize is to: “use and pass off the ideas or writings of another as your own.” (The American Heritage Dictionary, 1996) In other words, plagiarism involves both stealing someone else’s work or ideas and not giving that person the proper credit (American Psychological Association Manual [APA], 2001). Students who choose to plagiarize risk receiving a failing grade for the course, may be assigned remediation tasks and may be removed from the program at the discretion of the Department of Counseling and Family Therapy faculty and per university policy.

Plan of Study – Upon entering the program, each student will create a Plan of Study with their advisor. This plan serves as an informal contract between the student, the advisor, and the graduate studies office which clarifies all of the coursework a student must complete in order to successfully graduate from the program. Advisors can review your plan of study with you on a regular basis to ensure you are progressing toward graduation.

Practicum – Each student will complete a one semester practicum at a school. Students must complete a minimum of 100 hours. Forty of those hours must be spent in direct service with students (counseling, academic advising, and teaching school counseling lessons). Practicum hours begin the first week of the semester and end when the semester ends (Late January to Early May).

Professional Identity – One of the central goals of the CCSU school counseling program is the adoption of a professional counselor identity. Professional identity is the result of a developmental process that facilitates individuals to reach an understanding of their profession in conjunction with their own self-concept, enabling them to articulate their role, philosophy, and approach to others within and outside of their chosen field (Brott & Myers, 1999; Smith & Robinson, 1995). The CCSU School Counseling Program offers multiple pathways for developing one’s professional identity inside and outside of classroom learning.

Registration – Dates for on-line registration for each semester is announced on the university calendar on the CCSU website. Students wishing to register for a course who find the section full can contact the professor to find out if they can get an override to join the course. If this override is granted, they must provide their name, student ID#, Course # (including CRN #) to our program secretary, Marian Rosario at marian.rosario@ccsu.edu. Students who are admitted conditionally must get an override to register each new semester until they no longer have conditional status.

SafeAssign - SafeAssign compares submitted assignments against a set of academic papers to identify areas of overlap between the submitted assignment and existing works. A SafeAssign originality report provides detailed information about the matches found between a student's submitted paper and existing sources. Both instructors and students use the report to review assignment submissions for originality and create opportunities to identify how to properly attribute sources rather than paraphrase. CCSU faculty will be using SafeAssign. Students are encouraged to use SafeAssign to review all written assignments prior to submitting them for a grade.

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 Counseling & Family Therapy. The library is also an excellent source of information regarding the availability of scholarships and other sources of funding for education.

<http://www.ccsu.edu/grad/resources/scholarships.html>

Self-care - Self-care is an essential aspect of counselor education, practice and sustainability. Self-care is any activity that we do deliberately in order to take care of our mental, emotional, financial and physical health. Although it's a simple concept in theory, it's something we very often overlook. Good self-care is key to improved mood and reduced anxiety. It's also essential to developing and maintaining a good relationship with oneself and others.

Self-Care Retreat – Each fall CEFT students are invited to participate in a day long gathering focused on the essential practice of self-care. Counselors in training and practicing counselors experience a great deal of stress as they strive to support their clients on their journey toward improved mental health. This low-cost retreat gives students and faculty the opportunity to explore self-care approaches, develop fellowship in the program, and set an intention for the academic year ahead. If you have any questions about the retreat, contact Dr. Reggie Holt at rwholt@ccsu.edu.

Taping Clients – Students in practicum and internship will be asked to tape themselves counseling a student in one-on-one sessions. Students must get written parental permission to audiotape sessions using our university approved form. If the district requires a separate form, that must be completed as well. Students provide internship professors with their full tape via thumb drive or via email. Once these recordings are graded, they must be fully erased or destroyed to ensure confidentiality. Students names will not be shared when discussing the case.

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 regarding such policies.

<http://www.ccsu.edu/bursar/>

APPENDICES

Appendix I.	Counseling Forms
Appendix II.	Counselor Competencies Checklist
Appendix III.	Advising FAQ
Appendix IV.	Sample Supervision Map
Appendix V.	Important Points to Remember
Appendix VI.	Transferring Programs Form

APPENDIX I

STUDENT FORMS

Students have easy access to important departmental and university forms that are available on the website at <https://www.ccsu.edu/ceft/>

These are the forms you will need:

	School Counseling		Miscellaneous
SC-1	SC Application for Practicum – CNSL 503	M-1	Admissions Informational Packet for Master of Science Degrees
SC-2	SC Practicum Agreement – CNSL 503	M-2	Graduate Application Form
SC-3	SC Practicum – Site Supervisor’s Evaluation – CNSL 503	M-3	Recommendation Form
SC-4	SC Practicum and Intern – Evaluation of Site – CNSL 503 & 591	M-4	Advising Sheet
SC-5	SC Internship Application – CNSL 591	M-5	Application for Degree Candidacy
SC-6	SC Internship Agreement – CNSL 591	M-7	CCA Membership Application and Renewal Form
SC-7	SC Internship Site Supervisor’s Evaluation – CNSL 591	M-8	Brochures
SC-8	SC – Practicum/Intern Evaluation of Site Supervisor – CNSL 503 & 591	M-10	Application for Master’s Comprehensive Examination(Plan B)

SC-10	SC Parental Release Form (For Audio Taping)	M-11	Application for Graduation
SC-11	SC Monthly Hour Log – CNSL 503 & 591		

Appendix II.
Counselor Competencies Checklist

Central Connecticut State University
Department of Counselor Education and Family Therapy

**POLICY ON EVALUATING COUNSELOR-IN-TRAINING SKILLS AND
COMPETENCIES**

Because of the special nature of a counseling relationship, it is critically important that students are relatively free from emotional distress or any psychological problems that may impair their effectiveness as counselors. People who request counseling are often in emotional crisis and need to make important decisions about their lives; therefore, they have a right to expect that their counselor is competent, ethical and psychologically healthy. Additionally, research has shown that effective counselors possess characteristics that include, but are not limited to, openness, flexibility, cooperation, a positive attitude, willingness to use and accept feedback, awareness of one's impact on others, ability to deal with conflict, ability to accept personal responsibility, and ability to express feelings effectively and appropriately. Furthermore, effective counselors adhere to standards of ethical conduct and recognize and appreciate the worth of all people regardless of individual differences.

Taking the abovementioned into consideration, the Department of Counselor Education and Family Therapy evaluates all students on the basis of personal characteristics that have been deemed essential to becoming an effective counseling professional. Instructors in CNSL 501, CNSL 503 or MFT 583/593, and CSNL 504 (and certain other courses at the prerogative of the professor) complete a *Counselor-in-Training Skills and Competencies Checklist* on each student. This checklist becomes part of the student's file and is seen by the student's advisor prior to rendering a decision regarding admission into candidacy. It may also be used to assess a student's qualifications for continuing in a pre-professional program.

No student is expected to be a perfect self-actualized human being; nonetheless, it is important that students are motivated to grow personally and professionally as well as continuously evaluate their own needs, values, and personality traits that may have a bearing on their counseling effectiveness. The counseling curriculum is designed to provide ample opportunities for self-growth and self-awareness, and faculty members are committed to working with students throughout their training program. The CNSL 501 course tends to be experiential in nature and may provide opportunities for student self-disclosure. Students are expected to monitor and appropriately limit their self-disclosure and to determine for themselves the extent to which they wish to participate in classroom group discussions and exercises.

No student is counted out of the program strictly on the basis of *Counselor-in-Training Skills and Competencies Checklist* results alone. When faculty has concerns about a student's readiness for entrance into the counseling profession, they work with the student to provide sufficient opportunity for improvement. On the rare occasion where all efforts to remedy the situation have failed, the student is counseled to discontinue the program; in such an instance, the student is advised of their appellate rights. Please refer to the Student Handbook for detailed information on the gatekeeping process.



COUNSELOR-IN-TRAINING SKILLS AND COMPETENCIES CHECKLIST

Department of Counselor Education and Family Therapy



- ◆ Student/Counselor-in-Training:
- ◆ Professor/Instructor:
- ◆ Course:
- ◆ Date:

SKILLS AND COMPETENCIES SCALE		
SCORE	IDENTIFIER	DESCRIPTION
4	Fully Demonstrates Competencies (exceeds)	The student consistently demonstrates an advanced ability to synthesize knowledge, intentionally apply skills, and exhibit professional behaviors expected of a counselor-in-training.
3	Demonstrates Competencies (meets)	The student demonstrates proficient ability to synthesize knowledge, apply skills, and exhibit professional behaviors expected of a counselor-in-training.
2	Approaching Competencies (limited)	The student demonstrates a restricted but developing ability to synthesize knowledge, apply skills, and exhibit professional behaviors expected of a counselor-in-training.
1	Insufficient Competencies (unsatisfactory)	The student demonstrates an inadequate (and possibly harmful) ability to synthesize knowledge, apply skills, and exhibit professional behaviors expected of a counselor-in-training.
0	Not Applicable (N/A)	Does not apply /unable to evaluate/not observed

*** The student's global rating of counselor skills and competencies should be (3) or (4) in order to successfully pass the course.**

SECTION 1: FOUNDATIONAL COUNSELING SKILLS (to be completed by instructors of CNSL 501 and CNSL 503 or MFT 583/593)						
SKILL	DESCRIPTION	4	3	2	1	0
Nonverbal Attending	Exhibits contextually and culturally appropriate body posture, spatial distance, eye contact, facial expression, and gestures; demonstrates effective application of silence; presents in professional attire					
Minimal Encouragers	Nonverbal minimal encouragers, including head nods and other gestures indicating interest and attention to client; restating client's salient words and other verbal minimal encouragers (e.g., "Umm-hmm", "Okay", "Tell me more"); uses appropriate rate, rhythm, volume, and tone of speech					
Therapeutic Relationship	Demonstrates respect, compassion, empathy, and support; communicates acceptance, genuine interest, and a sense of care and concern; nonjudgmentally acknowledges client's experiences; recognizes client's strengths; provides a trustworthy, collaborative, and safe environment; appropriate use of self-disclosure; non-defensively responds to client concerns					
Basic Questioning	Primarily relies on open-ended questions to promote client disclosure, but appropriately asks closed-ended questions when specific information and clarification is needed; does not ask leading or double questions; avoids bombarding or interrogating the client					
Interactive/Facilitative	Allows clients to tell their story by using active listening skills; accurately paraphrases the client's verbal and non-verbal content to demonstrate understanding; accurately and succinctly reflects client's emotional state as well as values and beliefs; summarizes content/meaning, feelings, behaviors, patterns/themes; maintains immediacy ("here and now" focus)					
Deepening Behaviors	Helps clients to hear their own voice to gain a better understanding of stuck points, faulty thinking, or self-defeating behaviors; appropriately confronts incongruities and discrepancies; challenges the client in a supportive and empathic manner; maintains focus throughout the session; moves dialogue toward greater specificity; offers valuable feedback and accurate interpretations; checks perceptions and assumptions; addresses resistance and defenses					
Problem Solving	Works collaboratively with client to establish realistic and manageable goals and objectives; helps to develop a plan of action to address client's problems and promote health/wellness; encourages learning and application of learning; avoids overuse of giving direct advice					
Closing and Termination	Maintains sense of time throughout the session; provides advance notification and begins process of summarizing (does not end abruptly); therapeutically concludes services					

SECTION 2: COUNSELOR ATTITUDES, ATTRIBUTES, AND BEHAVIORS						
(to be completed by instructors of CNSL 501, CNSL 503 or MFT 583/593, and CNSL 504)						
DISPOSITION	DESCRIPTION	4	3	2	1	0
Personal Attributes	Shows initiative and enthusiasm; is open to learning; aware of impact on others; able to express feelings effectively and appropriately; able to manage conflicts and challenges; is personally responsible and accountable; is flexible and adaptable; demonstrates self-awareness/insight and emotional stability; able to articulate personal convictions; recognizes own personal strengths, limitations, beliefs, and biases					
Professional Attributes	Interacts with faculty, clients/students, organizational staff, and peers in a professional manner; understands and demonstrates ability to work cooperatively on a professional team; consistently on time and regularly attends all classes, sessions, and meetings; follows rules/policies and procedures of university, agency, and organization; accepts feedback in a non-defensive manner and integrates constructive feedback to promote professional and personal growth; maintains appropriate boundaries with faculty, clients, supervisors, staff, and peers; proactively seeks out needed experiences, feedback, and guidance; does not impose beliefs on others					
Professional Ethics	Demonstrates understanding and adherence to the ethical guidelines of the American Counseling Association (ACA), American School Counselor Association (ASCA), American Association for Marriage and Family Therapy (AAMFT), and American College Personnel Association (ACPA), as applicable to the student's degree program; maintains confidentiality, obtains informed consent, follows limits of confidentiality and duty to warn requirements					
Theoretical Knowledge	Has a fundamental understanding of the various theories, techniques, and interventions in counseling; demonstrates emerging application of theories and techniques					
Multicultural Competence	Appreciates diversity and recognizes the worth of all individuals; understands the impact that race, ethnicity, culture, sexual affiliation, gender identification, social class, disability status, religion, etc. have on individuals; uses language that demonstrates sensitivity and respect; able to appropriately identify and address personal biases, judgments, systemic barriers, and social injustices (inside and outside the classroom and counseling setting)					
Course/Site Operations	Aware of and cooperative with course expectations as outlined in the syllabi; Demonstrates knowledge of and compliance with organization's standards of care/policies and procedures, including client responsiveness, record keeping, treatment planning, and termination of care					

SECTION 3: CONCLUDING FEEDBACK FROM INSTRUCTOR (to be completed by instructors of CNSL 501, CNSL 503 or MFT 583/593, and CNSL 504)			
STRENGTHS observed in the counselor-in-training			
AREAS OF IMPROVEMENT observed in the counselor-in-training			
Global Rating of Counselor-in-Training Competency and Effectiveness (identified to the nearest level)			
1.0 (Insufficient Competency)	2.0 (Approaching Competency)	3.0 (Demonstrates Competency)	4.0 (Fully Demonstrates Competency)

 Instructor's Name *(please print)*

 Date

 Instructor's Signature

I have reviewed the counselor-in-training skills and competencies policy, the corresponding completed checklist, and the instructor's comments.

 Student's Name *(please print)*

 Student's Signature

 Date

APPENDIX III

Advising FAQ

1. What should I do if I have a question?

First, please search this handbook for the answer. If you still cannot locate the answer, please email your advisor.

2. How do I go about finding a field placement?

Students are responsible for finding their own field placements. A partial list of schools where students have been successful in the past is located in this handbook on page X. A complete spreadsheet of possible placements will be emailed to you when are approved for practicum.

3. What do I do next, after I have found my field placement?

Set an appointment with your site supervisor to review the practicum or internship agreement, inquire about their fingerprinting/background check process. This must be completed prior to beginning your fieldwork. Make sure you have liability insurance. This is a benefit you can get when you become an ASCA member.

4. Why do we need a Taskstream account?

Like school counselors and K-12 educators, our department faculty strives to continuously improve our programs. In order to do so, we must collect data on key assessments at multiple points during your graduate program. TaskStream is the platform we have chosen to utilize for this purpose.

5. What if I need to withdraw for a semester?

Please set an appointment with your advisor to discuss your need to withdraw so that we can give you support and plans can be made for your return. Next, meet with or contact the registrars office.

6. How long do I have to complete the program?

You have six years to complete the program. Should you need additional time, speak with your advisor.

7. What if I'm struggling in a course?

Seek help. Speak to the professor, ask for assistance from a classmate, make an appointment at the writing center. <https://www.ccsu.edu/writingCenter/>

8. How do I get involved with CSCA or CCA?

Go to their website, become a member, attend a monthly meeting and sign up for a committee (i.e. conference planning, annual awards, etc.)

9. How do I find out about school counseling jobs in CT?

There are many websites that are utilized by human resources to post job openings. Check CTREAP at <https://www.ctreap.net/index.php>

10. When do I get my school counseling certification?

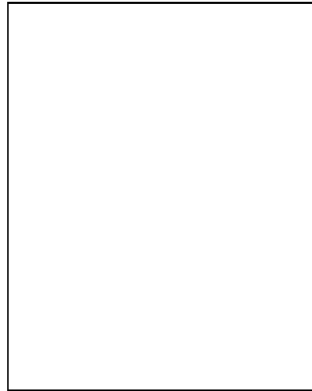
After you provide evidence of 10 full months of hourly logs (ending in June), a CCSU credentialing liaison will sign off on your completion of all requirements. This usually takes place in late June. Certification is usually ready in August. Dr. Donohue can provide you with a letter to present to your new district clarifying that you are a student in good standing who has completed all requirements for certification.

APPENDIX IV

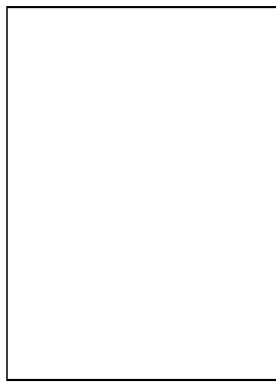
Sample Supervision Map

Supervisee: xx Supervisor: _____ Date: Supervision Map #

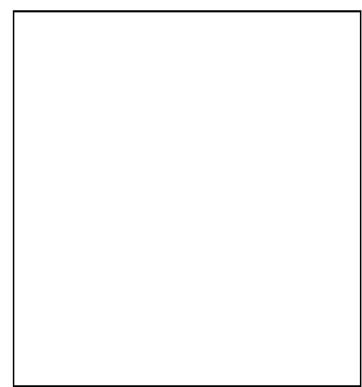
Topics for Today:



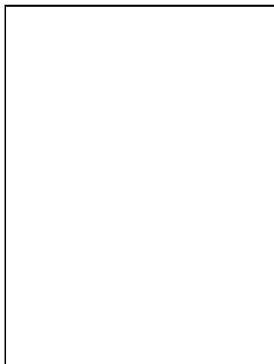
Strengths:



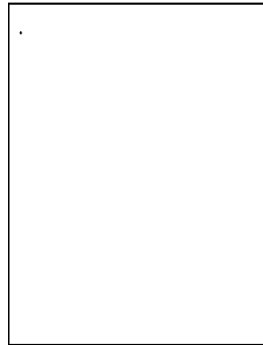
Needs Attention:



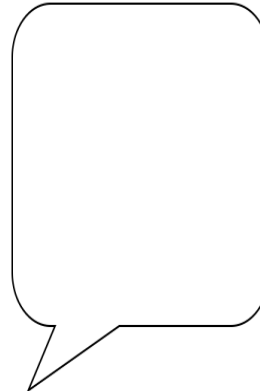
Goals:



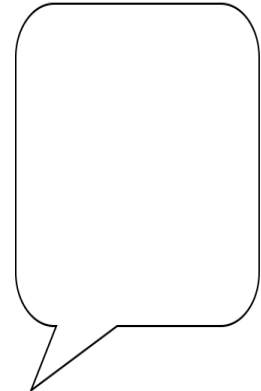
Ethical Concerns:



Supervisor Comments:



Supervisee Comments:



APPENDIX V**DEPARTMENT OF COUNSELOR EDUCATION & FAMILY THERAPY****IMPORTANT POINTS TO REMEMBER**

- ✓ Prior to entering into the practicum portion of the School Counseling program, faculty will complete the Student Competencies Check List (See Appendix) on all students that take CNSL 501 and 504. 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 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 the 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, and a criminal history background check.
- ✓ Students must apply in advance for their capstone and for graduation.
- ✓ All school counseling students are strongly encouraged to join the Connecticut Counseling Association and its subdivision the Connecticut School Counseling Association and the American School Counseling Association.