



Southern Connecticut State University

Graduate Student Handbook

Counseling and School Psychology
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Counseling and School Psychology

Southern Connecticut State University
Davis Hall Room 126
501 Crescent St.
New Haven, CT 06515

Phone: 203.392.5910

Fax: 203.392.5917

URL: http://www.southernct.edu/counseling_schoolpsychology/

Chairperson

Dr. Patricia DeBarbieri, Associate Professor

Clinical Mental Health Counseling

Program Coordinator: Dr. Louisa Foss, Assistant Professor

Coordinator of Placement and Field Supervision: Dr. Cheri Smith, Associate Professor
[Asst: Dave Denino]

Faculty: Dr. Uchenna Nwachuku, Associate Professor

School Counseling

Program Coordinator & Coordinator of Placement and Field Supervision:

Dr. Margaret Generali, Assistant Professor

Faculty: Dr. Patricia DeBarbieri, Associate Professor

Faculty: Dr. Misty Ginicola, Assistant Professor

School Psychology

Program Coordinator: Dr. Joy Fopiano, Associate Professor

Faculty: Dr. Norris Haynes, Professor

Faculty & Coordinator of Placement and Field Supervision:

Dr. Kari Sassu, Assistant Professor

Thank you to all Faculty that assisted in the development of our handbook!

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Introduction

The faculty and staff are pleased that you have selected SCSU for the pursuit of your graduate education. We are committed to helping make this time a positive educational, personal, and professional growth experience. The faculty and staff want to assist you in meeting your professional goals and increasing your competencies for helping clients with whom you work. Hopefully, it will be enjoyable and satisfying as well.

The purpose of this handbook is to provide matriculated students with information concerning their graduate program in the Department of Counseling and School Psychology (CSP) at Southern Connecticut State University (SCSU). This handbook will assist students with understanding and complying with university, departmental and program policy and procedures. This Student Handbook, the Graduate Catalog, and the individual Program Practicum and Internship Handbooks are the primary sources of regulations governing your graduate studies. Students are responsible for consulting each of these sources regularly.

Students must meet with their advisor during their first semester of course work to discuss program requirements as well as individual plans. It is also wise to meet with one's advisor at other times as unusual situations occur. Be advised that it is difficult to provide program endorsement at the conclusion of your degree if your advisor is not familiar with your work. Therefore, it is imperative that you keep in contact with your advisor.

Because change does occur, it is incumbent on students to check bulletin boards within the department periodically for notice of change. Additionally, information about deadlines and special events will be posted on the CSP group page on MYSCSU and in the CSP office. We hope that this handbook will provide information to facilitate a smooth progression through the program.

We wish you great success in your experiences. Additionally, we consistently strive to make this handbook effective for your needs as a student.

Checklist for New Students

√	Task
	Read this handbook from cover to cover.
	Print out the appropriate ethical standards for your field.
	Join a national and state organization for your field.
	Become familiar with the SAILS model and the standards appropriate for your program – CACREP for Clinical Mental Health/ School Counseling and NASP for School Psychology.
	Identify if you have been given <u>conditional</u> acceptance into the program. If so, make a plan for how you will meet all of the conditions in a timely manner.
	Become familiar with the Student Retention and Continuation Policy.
	Meet with your advisor to complete your planned program and course sequence.
	Look for your signed and completed Planned Program copy to arrive from the Graduate School indicating your matriculated status.
	Ensure that all of your financial aid paperwork or fellowship applications are completed.
	Become familiar with your Course Sequence sheet and FOLLOW it when registering for classes.
	Attend the New Student Orientation Meeting.
	Log into your Owls email to familiarize yourself with the system. Check your email often.
	Sign up for the CSP MySCSU Group at http://myscsu.southernct.edu .
	Join the “Official SCSU Counseling and School Psychology” Facebook Group on Facebook
	Go to https://www.mir3.com/scsu/ and register for the MySCSU alert system
	Program the University Police number (203) 392-5375 into your cell phone and also add an emergency contact under the initials ICE into your address book in your cell phone.
	Find the Department Calendar and check it frequently
	Attend CSP Student Club (CSP-GSAC) events.
	Register for your classes as soon as possible, obtaining permission when necessary.
	Download the Practicum and Internship Handbooks for your program and become familiar with the policies, procedures and expectations.
	Log onto eLearning Vista through the Technology page at SCSU’s website using your MySCSU password to check on class materials

When to Contact Your Advisor
At least ONCE a semester and BEFORE registering for classes.
If you need a change to your Course Sequence form or Planned Program.
If you need a leave of absence.
If you need an extension of the 6 year time limit.

About the CSP Department

The department of Counseling and School Psychology and the School of Education are committed to excellence in teaching and an environment of caring, friendly student focus. In accordance with this belief the department and programs are driven by the individual mission statements that are delineated below.

Departmental Mission Statement

The mission of the Counseling and School Psychology Department is to prepare front line practitioners in the mental health profession who contribute significantly to the social, emotional, academic and physical development of children, youth and families in a multicultural society. We prepare outstanding Clinical Mental Health Counselors, Professional School Counselors and School Psychologists, through evidenced-based quality teaching methods, active clinical and field practice, and related scholarly research.

All three nationally accredited programs [Masters level counseling programs accredited by CACREP- Council for the Accreditation of Counseling and Related Educational Programs, and School Psychology program accredited NASP- National Association of School Psychologists] are part of the NCATE [National Council for Accreditation of Teacher Education] accredited School of Education and strive to meet the highest professional standards of training. Each program prepares graduates who demonstrate mastery of the program objectives and upholds the highest ethical principles of professional conduct for certification and/or licensure. Graduates of our three programs impact and provide leadership to organizations, schools and related mental health facilities locally, regionally, nationally and internationally.

Diversity Policy

The Counseling and School Psychology Department embraces the position that promoting and supporting diversity among the student body is central to the academic mission of the University. Southern Connecticut State University values an educational and work environment in which individuals and cultures are celebrated and respected for the unique talents, insights, and perspectives that they contribute. A diverse mix of students promotes respect for, and opportunities to learn from, others with the broad range of backgrounds and experiences that

constitute modern society. The Counseling and School Psychology Department are therefore committed to providing equal access to educational opportunities through recruitment, admission, and support programs that promote diversity, and foster successful academic experiences.

Objectives of the Clinical Mental Health & School Counseling Programs

The objectives of the Clinical Mental Health Counseling (CMHC) and School Counseling programs are based on counseling standards, human development needs and ethical considerations in today’s multicultural society. Students’ progress in meeting these objectives is evaluated at several stages throughout students’ academic experience at SCSU. The manner of evaluation is typically through class grades, field work evaluations, portfolio evaluations, as well as performance on the comprehensive examination.

Program Objective	CMHC	SC
Evidences understanding of the role of a counselor and identify as such through professional organizations, affiliations and plans for licensure/certification	<ul style="list-style-type: none"> • CSP 595 • Field Work Evaluations • Portfolio • CCE 	<ul style="list-style-type: none"> • CSP 570 • Field Work Evaluations • Portfolio • Comp Exam
Demonstrates an understanding of the history of counseling, especially in terms of ethics and legal standards	<ul style="list-style-type: none"> • CSP 595 • Field Work Evaluations • Portfolio • CCE 	<ul style="list-style-type: none"> • CSP 570 • Field Work Evaluations • Portfolio • Comp Exam
Explains major counseling and consultation theories	<ul style="list-style-type: none"> • CSP 569 • Portfolio • CCE 	<ul style="list-style-type: none"> • CSP 569 • Portfolio • Comp. Exam
Applies developmental theories to counseling	<ul style="list-style-type: none"> • CSP 568 • Field Work Evaluations • Portfolio • CCE 	<ul style="list-style-type: none"> • CSP 568 • Field Work Evaluations • Portfolio • Comp Exam
Evidences familiarity with and sensitivity to multicultural and pluralistic trends, including those associated with socio-economic status, gender roles, gender orientation, race/ethnicity, sexual orientation, ability, age, nationality, and religion	<ul style="list-style-type: none"> • Immersed in all courses • CSP 578 • Field Work Evaluations • Portfolio • CCE 	<ul style="list-style-type: none"> • Immersed in all courses • CSP 578 • Field Work Evaluations • Portfolio • Comp Exam

Program Objective	CMHC	SC
Demonstrates an understanding of group dynamics, group processes, group development, group leadership styles and group roles, as it applies to group counseling	<ul style="list-style-type: none"> • CSP 656 • Field Work Evaluations • Portfolio • CCE 	<ul style="list-style-type: none"> • CSP 555 • CSP 656 • Field Work Evaluations • Portfolio • Comp Exam
Exhibits an understanding of career counseling and program planning	<ul style="list-style-type: none"> • CSP 572 • Field Work Evaluations • Portfolio • CCE 	<ul style="list-style-type: none"> • CSP 572 • CSP 573 • Field Work Evaluations • Portfolio • Comp Exam
Integrates assessment and appraisal interpretation into counseling, taking into account ethical and legal standards	<ul style="list-style-type: none"> • CSP 540 • Field Work Evaluations • Portfolio • CCE 	<ul style="list-style-type: none"> • CSP 540 • Field Work Evaluations • Portfolio • Comp Exam
Evidences ability to write a research proposal, read and critique research and perform a program evaluation, with special attention to ethical and legal obligations	<ul style="list-style-type: none"> • CSP 691 • Field Work Evaluations • Portfolio • CCE 	<ul style="list-style-type: none"> • CSP 691 • Field Work Evaluations • Portfolio • Comp Exam
Demonstrates counselor characteristics and behaviors that influence helping processes	<ul style="list-style-type: none"> • CSP 569 • CSP 595 • Retention & Continuation Policy Assessment • Field Work Evaluations • CCE 	<ul style="list-style-type: none"> • CSP 569 • CSP 570 • Retention & Continuation Policy Assessment • Field Work Evaluations • Comp Exam
Develops a personal approach to counseling that is consistent with the counselor's values and beliefs, taking into account the individual client's characteristics	<ul style="list-style-type: none"> • CSP 550 • CSP 569 • CSP 595 • Portfolio • Field Work Evaluations 	<ul style="list-style-type: none"> • CSP 550 • CSP 569 • CSP 595 • Portfolio • Field Work Evaluations

Program Objective	CMHC	SC
CMHC ONLY: Evidences understanding of diagnostic and treatment processes for psychopathological disorders	<ul style="list-style-type: none"> • CSP 571 • CSP 574 • Field Work Evaluations 	NA
SC ONLY: Exhibits an understanding of the role of the School Counselor on academic development within the school system	NA	<ul style="list-style-type: none"> • CSP 553 • CSP 570 • Field Work Evaluations
SC ONLY: Demonstrates an understanding of the importance of consultation and exhibits ability in working with students, parents, teachers and school administrators	NA	<ul style="list-style-type: none"> • CSP 674 • Field Work Evaluations
SC ONLY: Exhibits an understanding of leadership roles within the school and exhibits superior leadership qualities as a School Counselor	NA	<ul style="list-style-type: none"> • CSP 570 • CSP 676 • Field Work Evaluations • Portfolio

Objectives of the School Psychology Program

The objectives of the School Psychology programs are based on school psychology standards, human development needs and ethical considerations in today's multicultural society. Through their experiences within the CSP program, students will:

1. Increased knowledge and understanding of Psychological Foundations, including the biological bases of behavior and personality; human learning and human exceptionalities; child and adolescent development; social bases of behavior; and cultural diversity.
2. Knowledge and understanding of Educational Foundations, including the education of exceptional learners; instruction and remedial techniques; and the organization and operation of schools.
3. Knowledge of and skill in psychological and educational assessment, including intellectual, academic, and personality functioning of the individual, and the assessment of environments such as home and school.
4. Knowledge of and skill in interventions for behavioral and educational problems, such as counseling, consultation, and behavior management techniques.
5. Knowledge and understanding of, and the ability to apply, the basic elements of statistics and research design, and their implementation and analysis
6. Knowledge and understanding of professional issues in school psychology, including school psychology's history and foundations; legal and ethical issues; professional issues and standards; and role and function of the school psychologist.

About the Programs in CSP

The CSP department offers graduate level course work leading to the Master of Science (M.S.) and 6th Year degrees with specialties in Clinical Mental Health Counseling (CMHC), School Counseling and School Psychology. While the function of this handbook is geared toward the Master's program and the 6th Year program, general information pertaining to interview screening and entrance requirements is also provided.

The curriculum for the M.S. in CMHC, School Counseling, and School Psychology is designed to prepare students to be effective entry-level professionals in a variety of settings. The curriculum for the M.S. complies with the standards for state and national accrediting bodies.

Master of Science Degree in Counseling – Clinical Mental Health Counseling Track

The licensure track program is designed to meet the requirements for Connecticut State Licensed Professional Counselor (LPC). The program in Clinical Mental Health Counseling (60 credit hours) prepares graduate students to work in a variety of clinical mental health counseling agencies, college counseling centers, hospitals, and a variety of other counseling settings including private practice. Students develop skills and theoretical knowledge in doing individual, group and career counseling with diverse populations in either public or private agencies and centers. All Clinical Mental Health Counseling students complete practicum (100 hours) and internship (600 hours) experiences. Students specializing in counseling work in community mental health settings find practicum and internship placements in a variety of settings, including clinical mental health counseling centers, child guidance centers, crisis stabilization programs, rape crisis and domestic violence programs, substance abuse programs, youth services programs and inpatient and residential treatment programs. Students specializing in counseling in higher education find placements in community colleges, as well as public and private college and university counseling and career service centers. All practicum and internship experiences must be completed under a Licensed Professional Counselor with at least two years of experience in the counseling field.

Master of Science Degree in Counseling - School Counseling Track

The School Counseling program is designed to meet the State of Connecticut Certification as a School Counselor. The School Counseling program (52 credit hours) prepares graduate students to work in a variety of school settings including elementary, intermediate, and high school levels. All school counseling students complete a practicum (100 hours) and an internship (900 hours) in at least two of these three school levels. Teachers with at least 36 months of experience teaching in a public school setting, need only to fulfill a 600 hour internship which may be completed over two semesters part time or one semester full time. All practicum and internship experiences must be completed under the supervision of a certified school counselor with a minimum of 4 years experience. Students are trained to provide counseling services that meet the guidelines of the American School Counseling Association's (ASCA) national model. The ASCA model prepares graduate students to focus their work on the academic, career and personal/social domains of student development and to design, implement, coordinate, and evaluate school counseling programs for optimum overall student success.

Dual Track in School and Clinical Mental Health Counseling

The dual track program in Clinical Mental Health and School Counseling incorporates essential course work and field experiences in both programs. It is a program that prepares students to become both licensed as Professional Counselors and certified as School Counselors. Because the two programs share a number of common course requirements, the completion time for the dual track is considerably shorter than completing each program separately. Nonetheless, students must complete coursework in both programs, including practicum and internship, as indicated in the course listings in the grad catalog.

Sixth Year Professional Diploma in Counseling

The sixth year advanced graduate studies program in Counseling provides the opportunity for students holding a masters degree in Counseling or Counseling related areas to further their professional competence. Programs can be individually designed. Students who elect to pursue a 6th year diploma in Counseling for the purpose of qualifying for the state Counseling licensure (LPC) are responsible for all contacts with the State Department of Public Health and the National Board of Certified Counselors (NBCC) on matters related to requirements for licensure. A minimum of 30 credit hours beyond the masters is required for the sixth year.

Master of Science & Sixth Year Certification in School Psychology

School psychologists are employed in educational settings. They use their psychological knowledge, insight, and skills to promote human welfare and educational success, and to improve the institutions and programs in which they are involved. Preparation includes training in educational and psycho diagnostic evaluations, written and oral communication of results, developing individual educational interventions, making recommendations for remedial action, participation in special education and research programs, consultation, counseling, and other related activities. To be state certified as a School Psychologists, students must complete the M.S. degree program and the Sixth Year Certification program.

About the CSP Department Faculty

The information below is excerpts of information about the faculty. For complete biographical statements see http://www.southernct.edu/counseling_schoolpsychology/cspfacity/



Patricia De Barbieri, Ed.D.

Phone: (203) 392-5483

Office: Davis 126

E-mail: debarbierip1@southernct.edu

Dr. De Barbieri is department chairperson and currently holds a tenured position as Professor in the Department of Counseling and School Psychology at Southern Connecticut State University where she coordinates the graduate program in School Counseling. Her Doctorate in Education is from Teachers College, Columbia University in the field of Adult Learning. Her dissertation research focused on "The Role of Learning in Recovery from Bulimia". Her publications, both in print and media, focus on the treatment and prevention of eating disorders. Her current research is in building resiliency in school age girls most notably through the North Star Program.



Joy Fopiano, Ed.D.

Phone: (203) 392-5915

Office: Davis 126 B

E-mail: fopianoj1@southernct.edu

Joy E. Fopiano, Ed.D., NCSP is Associate Professor and Program Coordinator of School Psychology in the Department of Counseling and School Psychology. Dr. Fopiano is a Nationally Certified School Psychologist (NCSP), a licensed educational psychologist, a certified elementary school teacher, and a certified elementary school principal. Dr. Fopiano pursues her research primarily in two areas. Under her direction, a Tutor/Mentor program in a pilot homeless shelter matches graduate students in The School of Education to school-age children residing in a local homeless shelter. The second area of primary research involves early literacy success under the Direction of the Center for Community and School Action Research (CCSAR).



Louisa L. Foss, Ph.D., L.P.C.C. (Ohio), N.C.C.

Phone: (203) 392-5154

Office: Davis 115A

Email: fossl1@southernct.edu

Dr. Foss received her master's degree in Community Counseling and Ph.D. in Counseling and Human Development Services from Kent State University. Dr. Foss has experience counseling domestic violence offenders and victims, children and adolescents, general outpatient clients, and incarcerated youth and their families. Dr. Foss has provided over twenty scholarly presentations at state, regional, national, and international levels. She has co-authored three articles in peer-reviewed journals and multiple book chapters. Dr. Foss co-edited a book entitled *School Counselors Share Their Favorite Group Activities: A Guide to Choosing, Planning, Conducting, and Processing* (2008).



Margaret Generali, Ph.D.

Phone: (203) 392-5175

Office: DA 115 I

E-mail: generalim1@southernct.edu

Dr. Generali received her doctorate at the University of Connecticut in Counseling Psychology. Across her career, Dr. Generali has held a multitude of applied clinical positions working with a culturally, developmentally and socioeconomically diverse range of clients, including children, adolescents, undergraduate university students, and graduate level university students. Dr. Generali's doctoral work examined gender roles, gender role conflict and help-seeking attitudes among clinically-referred college men.



Misty Ginicola, Ph.D.

Phone: (203) 392-5913

Office: DA 115 B

E-mail: ginicolam2@southernct.edu

Dr. Misty Ginicola is an Assistant Professor in the Counseling and School Psychology department. Dr. Ginicola earned a B.S. in Psychology with a concentration in Exceptional Children at the State University of New York (SUNY) at Cortland. She earned a M.A. Degree in Psychology from SUNY New Paltz, where she received training on counseling psychology. She received two additional Masters Degrees (M.S., M.Ph.) from Yale University and graduated with a Ph.D. from Yale in 2006. She completed a post-doctoral fellowship at The School of the 21st Century further focusing on a state-wide initiative in Arkansas designed to improve children's academics and social and emotional skills. Dr. Ginicola's primary research interests are resiliency and vulnerability, development of mental health problems in children, alternative forms of treatment for children with psychopathology, and school programs which improve children's social and emotional functioning. In addition, Dr. Ginicola is interested in how to improve teaching and training programs for counselors and psychologists and how to increase diversity and understanding of multicultural issues.



Norris Haynes, Ph.D.

Phone: (203) 392-6402

Office: Davis 207

E-mail: haynesn1@southernct.edu

Norris Haynes, Ph.D., is a Professor in the Counseling and School Psychology Department at Southern Connecticut State University and Founder and Director of the Center for Community and School Action Research (CCSAR). Dr. Haynes earned a B.A. in Psychology and Master's Degree and Certificate of Advanced Graduate Studies (CAGS) in Education and Counseling from the State University of New York. He earned a Ph.D. in Psychology from Howard University. Dr. Haynes is the author of over 100 peer-reviewed articles, book chapters, and monographs. He has authored or co-authored several books including: (1) Pathways to School Success: Leaving No Child Behind; (2) How social and emotional development adds up: Getting results in math and science education; (3) Critical Issues in Educating African-American Children; (4) Rallying the Whole Village: The Comer Process for Reforming Education; (5) Child by Child: The Comer Process for Change in Education; (6) Social and Emotional Learning :Guidelines for Educators; (7) School Reform From Behind the Scenes; (8) Changing Schools for Changing Times; (9) Early Warning Timely Response: A Guide to safe Schools. He was also a contributor to the Yale University Child Study Center Book on Parenting.



Tanya Jones

Department secretary

Phone: (203) 392-5910

Office: Davis 126

E-mail: jonest2@southernct.edu



Uchenna T. Nwachuku Ed.D.

Phone: (203) 392-5914

Office: Davis 126 C

E-mail: nwachukuu1@southernct.edu

Dr. Uchenna Nwachuku is an associate professor of Counseling and School Psychology at Southern Connecticut State University and the coordinator of the graduate program in Clinical Mental Health Counseling. Dr. Nwachuku earned a B.S. from Houghton College, a master's and doctorate degree from the University of Massachusetts at Amherst. He is the co-founder of Ebon Associates - a human services/development consulting firm. Dr. Nwachuku has presented numerous research papers, internationally, nationally, and locally. He has also authored and co-authored several articles, book chapters and monographs in the field of counseling psychology.



Kari Sassu, Ph.D.

Phone: (203) 392-5912

Office: Davis 210G

E-mail: sassuk1@southernct.edu

Dr. Kari Sassu is an Assistant Professor in the Counseling and School Psychology Department at Southern Connecticut State University. Prior to joining the faculty at SCSU, Dr. Sassu was a Postdoctoral Fellow within the Center for Behavioral Education and Research at the University of Connecticut where she served as the Implementation Coordinator for School-Wide Positive Behavioral Supports in Hartford Public Schools and five of the CommPACT schools associated with the Institute for Urban School Improvement. Previously, Dr. Sassu has served as a school psychology practitioner, an adjunct professor, and a consultant to local schools. Her professional experience also includes: providing in-patient rehabilitation counseling to adult patients with multiple diagnoses, conducting neuropsychological evaluations of children and young adults, as well as serving as a research project assistant and experiment coordinator. Before obtaining her doctorate in Educational Psychology from the University of Connecticut, Dr. Sassu earned a Bachelor's degree in Psychology and a Master's degree in Psychological Services, both from the University

of Pennsylvania. Her current research interests include the development of prevention strategies and intervention methodologies aimed at eradicating problematic behavior among students as well as the study of gender differences in aggressive behavior.



Cheri Smith, Ph.D.

Phone: (203) 392-5787

Office: DA 115 H

Email: smithc26@southernct.edu

Dr. Cheri Smith is a National Certified Counselor and a Licensed Professional Counselor (AL) as well as a Licensed Counseling Supervisor (AL). She is a member of American Counseling Association, Association for Spiritual, Ethical & Religious Values in Counseling, Association for Counselor Education and Supervision, Association for Specialists in Group Work and the American Association of University Women. She has served as President of ASERVIC, President of the Alabama Counseling Association and serves as a site visitor for the Council for Accreditation of Counseling and Related Educational Programs. She has been a counselor educator at the University of Montevallo, St. John's University, University of West Georgia and The New York Institute of Technology. Her teaching philosophy reflects Nevitt Sanford's theory of challenge and support. Her research areas of interest include Spiritual Issues in Counseling, Higher Education and HIV/AIDS.

About Accreditation in CSP

The process of accreditation entails the assessment of educational quality and the continued enhancement of educational operations through the development and validation of standards.

Receiving accreditation as a credential attests that an institution and/or its programs have accepted and are fulfilling their commitment to educational quality.

There are two types of accreditation in the United States:

1. Institutional accreditation is granted by regional and national accrediting commissions. In evaluating quality, the accrediting agency looks at the entire institutional unit, such as state universities or private institutions. Accreditation is awarded based on overall compliance with the criteria. The college or university may have institutional accreditation without seeking accreditation from any of the specialized accrediting bodies. In many cases, accreditation by a recognized institutional accrediting body is necessary in order to facilitate transfer of credits.
2. Specialized accreditation is awarded to professional programs within institutions or to occupational schools offering specific training skills and knowledge. Specialized accrediting bodies define standards of excellence in educational training programs for recognized professions.

Within the CSP department, we carry 3 distinct accreditations: Council for the Accreditation of Counseling and Related Programs (CACREP), National Council for Accreditation of Teacher Education (NCATE), and National Association of School Psychologists (NASP).

Council for the Accreditation of Counseling and Related Educational Programs (CACREP)

The Clinical Mental Health Counseling and School Counseling programs are currently accredited through CACREP. The CSP department first received CACREP accreditation in 1995. The following information about CACREP is taken directly from its website at <http://www.counseling.org/cacrep/aboutcacrep.html>.

CACREP was formed in 1981. Often, the specialized accrediting bodies have been organized by the appropriate professional associations. The history of commitment to accreditation has been long and substantive by the American Counseling Association (ACA) and its respective divisions. Accreditation is viewed as a means of proactively strengthening our profession. Formed as a corporate affiliate of ACA, CACREP's mission coincides with that of ACA, to promote the advancement of quality educational program offerings.

In the United States, both the process and the condition of accreditation have a unique structure since accreditation is extended through nongovernmental, voluntary institutional agencies or professional associations. Therefore, the criteria for evaluation utilized by CACREP are the result of extensive input from educators, practitioners, and the public-at-large.

Schools with programs accredited by CACREP have accepted their responsibility to provide quality-training programs. Accreditation is a powerful tool for self-evaluation and improvement. The Council remains responsive to the changing needs of society and those persons serving as counselors. CACREP accredited programs are encouraged to make continual evaluations and revisions to remain current.

Accreditation from CACREP is specialized accreditation, since only counselor education and related programs are eligible. However, an institution must have received institutional accreditation in order to apply for CACREP accreditation.

National Council for Accreditation in Teacher Education (NCATE)

The School Counseling and School Psychology programs are currently accredited through NCATE. The following information about NCATE is taken directly from its website at

<http://www.ncate.org/public/aboutNCATE.asp>.

NCATE was founded in 1954. NCATE is the teaching profession's mechanism to help to establish high quality teacher, specialist, and administrator preparation. Through the process of professional accreditation of schools, colleges and departments of education, NCATE works to make a difference in the quality of teaching, teachers, school specialists and administrators.

The National Council for Accreditation of Teacher Education is a non-profit, non-governmental alliance of 33 national professional education and public organizations representing millions of Americans who support quality teaching.

NCATE currently accredits 632 colleges of education with 78 more seeking NCATE accreditation. NCATE accreditation is a mark of distinction, and provides recognition that the college of education has met national professional standards for the preparation of teachers and other educators. In NCATE's performance-based accreditation system, institutions must provide evidence of competent teacher candidate performance. Teacher candidates must know the subject matter they plan to teach and how to teach effectively so that all students learn.

NCATE makes a difference in teacher preparation. Prepared teachers make a difference in PreK through 12 student learning. Study after study indicates that student achievement increases when teachers are fully prepared and fully licensed.

The U.S. Department of Education and the Council for Higher Education Accreditation recognize NCATE as an accrediting body for schools, colleges, and departments of education.

National Association of School Psychologists (NASP)

The School Psychology program is currently accredited through NASP. The following information about NASP is taken directly from its website at

<http://www.nasponline.org/certification/naspapproved.aspx>.

The mission of the National Association of School Psychologists (NASP) is to represent school psychology and support school psychologists to enhance the learning and mental health of all children and youth. NASP's mission is accomplished through promotion of professional competence; recognition of the essential components of graduate education and professional development; graduate preparation of school psychologists to deliver a continuum of services to children, youth, families, and schools; identification of professional practices that are empirically-based, data driven, and culturally competent; and advocacy for the value of school psychological services and for appropriate research-based education and mental health services, among other important initiatives.

Since 1988, NASP has been pleased to provide a national review and approval service for graduate programs in school psychology as part of their efforts to support preparation of graduate candidates for effective school psychology practice. The NASP program review and approval process contributes to the development of effective school psychology services through the identification of critical graduate education experiences and competencies needed by candidates preparing for careers in school psychology. NASP program approval/national recognition is an important indicator of quality graduate education in school psychology, comprehensive content, and extensive and properly supervised field experiences and internships, as judged by trained national reviewers. Thus, NASP approval/national recognition confers multiple advantages to programs, program graduates, the profession of school psychology, and, most importantly, to the children, families, and schools that we serve.

Ethical Standards

Ethical standards of the profession (ACA Code of Ethics and Standards of Practice) guide and protect the client, the counselor, and the student. Ethical standards such as confidentiality, informed consent and professional relationships will be impressed upon students throughout the program. Information on ethical standards can be located in the Practicum and Internship Handbooks. However, all students should know the appropriate ethical standards of their program and will directly adhere to the standards as part of the counseling training experience. These standards can be found at:

American Counseling Association:

<http://www.counseling.org/Resources/CodeOfEthics/TP/Home/CT2.aspx>

American School Counselor Association:

<http://www.schoolcounselor.org/content.asp?contentid=173>

National Association of School Psychologists:

<http://www.nasponline.org/standards/ProfessionalCond.pdf>

Professional Organizations

An important part of being a graduate student is being able to demonstrate your commitment to your profession. A good way of going about doing this is to become a member of the professional organizations in your field. Continuing these memberships after you graduate is crucial in maintaining your professional development. The following list provides contact information for some of these organizations:

Clinical Mental Health Counseling:

American Counseling Association (www.counseling.org)
5999 Stevenson Ave., Alexandria VA 22304 703-823-9800

American Mental Health Counselors Association (www.amhca.org)
801 North Fairfax Street, Alexandria, VA 22314 703-548-6002

Connecticut Counseling Association (<http://www.ccmain.com/>)

School Counseling:

American Counseling Association (www.counseling.org)
5999 Stevenson Ave., Alexandria VA 22304 703-823-9800

American School Counselor Association (www.schoolcounselor.org)
801 North Fairfax Street, Alexandria, VA 22314 703-683-2722

Connecticut School Counseling Association (<http://www.ctschoolcounselor.org/>)

School Psychology:

National Association of School Psychologists (www.nasponline.org)
4340 East West Highway, Bethesda, MD 20814 301-657-0270

Connecticut Association of School Psychologists (www.caspweb.org)

CSP Conceptual Framework

SAILS

As a department within the School of Education, our preparation of students to become professional school counselors, school psychologists, and community counselors is based upon the following conceptual framework (SAILS):

Scholarship – high levels of academic performance and achievement

Attitudes and dispositions- positive, wholesome attitudes that reflect professionalism and respect for all individuals, both within and outside of the program

Integrity – high motivation and ethical standards of conduct

Leadership –taking initiative in being leaders in the causes of the profession

Service- commitment to serving others and the community

This model is used to guide students' progress and evaluation through the program. At several points in your program you will be required to provide evidence of your growth in these areas. Creating a Portfolio is one of the ways that a student will be able to offer substantiation of his or her competence in the five areas mentioned above. The framework includes five dimensions that are assessed at each of four gates.

The application of the assessment framework in CSP is as follows:

	Gate 1	Gate 2	Gate 3	Gate 4
<u>S</u>cholarship	Application Materials	Course Exams Papers Presentations Case Studies	Course Exams Papers Presentations Case Studies	Comprehensive Examination
<u>A</u>ttitude	Application Materials	Practicum Performance Assessment	Internship Performance Assessment	Exit Interview
<u>I</u>ntegrity	Application Materials	Practicum Performance Assessment	Internship Performance Assessment	Exit Interview
<u>L</u>eadership	Application Materials	Practicum Performance Assessment	Internship Performance Assessment	Exit Interview
<u>S</u>ervice	Application Materials	Service Hours	Service Hours	Service hours

CACREP Core Areas

Based on the CACREP model, our counseling programs are structured around the following areas:

1. **Human Growth and Development:** Completion of the program will provide the student with an understanding of the major theories of human growth and development; how human behavior and environmental factors affect both normal and abnormal behavior in both the school and community agency setting.
2. **Social and Cultural Foundations:** Completion of the program will provide the student with an understanding of issues and trends in a multicultural and diverse society. These considerations are based upon human attitudes and behavior toward such factors as age, race, religious preference, physical disability, sexual orientation, ethnicity and culture, family patterns, gender, socioeconomic status, and intellectual ability.
3. **Helping Relationships:** Completion of the program will provide the student with an understanding of counseling and consultation processes such as basic interviewing, assessment, and counseling skills. Other helping considerations include knowledge of counselor, consultant, and client characteristics; and behaviors that influence the helping process.
4. **Group Work:** Completion of the program will provide the student with an understanding of group development, dynamics, counseling theories, group counseling methods and skills, and other group work approaches.
5. **Lifestyle and Career Development:** Completion of the program will provide the student with an understanding of career development and related life factors such as the career decision-making process and interrelationships among work, family and other life roles including multicultural and gender issues as related to career development.

6. Appraisal: Completion of the program will provide the student with an understanding of individual and group approaches to assessment and evaluation.
7. Research and Evaluation: Completion of the program will provide the student with an understanding of types of research methods, basic statistics, and ethical and legal considerations in research.
8. Professional Orientation and Ethics: Completion of the program will provide the student with an understanding of all aspects of professional functioning including history, roles, organizational structures, ethics, standards, and credentialing.

This model is used to guide students' progress and evaluation through the counseling (Clinical Mental Health and School Counseling) programs. At several points in your program you will be required to provide evidence of your growth in these areas, as well as with the SAILS criteria. Creating a Portfolio is one of the ways that a student will be able to offer substantiation of his or her competence in the five areas mentioned above.

Domains of School Psychology Training & Practice

Based on the NASP model, our school psychology program is structured around the following areas:

1. **Data-Based Decision-Making and Accountability:** School psychologists have knowledge of varied models and methods of assessment that yield information useful in identifying strengths and needs, in understanding problems, and in measuring progress and accomplishments. School psychologists use such models and methods as part of a systematic process to collect data and other information, translate assessment results into empirically-based decisions about service delivery, and evaluate the outcomes of services. Data based decision-making permeates every aspect of professional practice.
2. **Consultation and Collaboration:** School psychologists have knowledge of behavioral, mental health, collaborative, and/or other consultation models and methods and of their application to particular situations. School psychologists collaborate effectively with others in planning and decision-making processes at the individual, group, and system levels.
3. **Effective Instruction and Development of Cognitive/Academic Skills:** School Psychologists have knowledge of human learning processes, techniques to assess these processes, and direct and indirect services applicable to the development of cognitive and academic skills. School psychologists, in collaboration with others, develop appropriate cognitive and academic goals for students with different abilities, disabilities, strengths, and needs; implement interventions to achieve those goals; and evaluate the effectiveness of interventions. Such interventions include, but are not limited to, instructional interventions and consultation.

4. **Socialization and Development of Life Skills:** School psychologists have knowledge of human developmental processes, techniques to assess these processes, and direct and indirect services applicable to the development of behavioral, affective, adaptive, and social skills. School psychologists, in collaboration with others, develop appropriate behavioral, affective, adaptive, and social goals for students of varying abilities, disabilities, strengths, and needs; implement interventions to achieve those goals; and evaluate the effectiveness of interventions. Such interventions include, but are not limited to, consultation, behavioral assessment/intervention, and counseling.
5. **Student Diversity in Development and Learning:** School psychologists have knowledge of individual differences, abilities, and disabilities and of the potential influence of biological, social, cultural, ethnic, experiential, socioeconomic, gender-related, and linguistic factors in development and learning. School psychologists demonstrate the sensitivity and skills needed to work with individuals of diverse characteristics and to implement strategies selected and/or adapted based on individual characteristics, strengths, and needs.
6. **School and Systems Organization, Policy Development, and Climate:** School psychologists have knowledge of general education, special education, and other educational and related services. They understand schools and other settings as systems. School psychologists work with individuals and groups to facilitate policies and practices that create and maintain safe, supportive, and effective learning environments for children and others.
7. **Prevention, Crisis Intervention, and Mental Health:** School psychologists have knowledge of human development and psychopathology and of associated biological, cultural, and social influences on human behavior. School psychologists provide or contribute to prevention and intervention programs that promote the mental health and physical wellbeing of students.

8. Home/School/Community Collaboration: School psychologists have knowledge of family systems, including family strengths and influences on student development, learning, and behavior, and of methods to involve families in education and service delivery. School psychologists work effectively with families, educators, and others in the community to promote and provide comprehensive services to children and families.
9. Research and Program Evaluation: School psychologists have knowledge of research, statistics, and evaluation methods. School psychologists evaluate research, translate research into practice, and understand research design and statistics in sufficient depth to plan and conduct investigations and program evaluations for improvement of services.
10. School Psychology Practice and Development: School psychologists have knowledge of the history and foundations of their profession; of various service models and methods; of public policy development applicable to services to children and families; and of ethical, professional, and legal standards. School psychologists practice in ways that are consistent with applicable standards, are involved in their profession, and have the knowledge and skills needed to acquire career-long professional development.
11. Information Technology: School psychologists have knowledge of information sources and technology relevant to their work. School psychologists access, evaluate, and utilize information sources and technology in ways that safeguard or enhance the quality of services.

Entrance into the Program

The graduate school, the CSP department and each program have specific requirements for acceptance into the programs. These guidelines can be viewed in the current Graduate Catalog or on the website: http://www.southernct.edu/counseling_schoolpsychology/.

Acceptance by the Admissions Committee is contingent upon full acceptance of the student by the Dean of the Graduate School. Upon approval of the planned program by the Dean, the student is considered accepted for graduate study at Southern Connecticut State University. If you received a conditional acceptance, it is your responsibility to complete the necessary conditions to maintain matriculation within the CSP department.

Student Retention & Continuation Policy

As members of the profession of counseling and school psychology, the faculty members of CSP programs of Southern Connecticut State University are aware of the ethical responsibilities relative to the training and supervision of graduate students in counseling and school psychology.

Specifically, we affirm our role to clearly communicate to students the levels of competency that are expected in both didactic and clinical experiences and to address specific student performance problems when they arise. In such situations, we inform students of the need for remediation; assist students in securing remedial assistance when needed; seek professional consultation and document the decision regarding remediation, retention, or dismissal; and ensure that students have access to due process.

Program Values, Expectations, and Student Competencies

The CSP department holds certain priorities, values, and expectations to be important in our training process. Specifically, CSP values proficiency in three core areas that are upheld by students, faculty, and supervisors at all times:

Academic Qualities

Continuous evaluation of academic competence includes periodic evaluations in these areas:

- Students maintain grades of B or better in all graduate classes
- Students present evidence of progress toward academic goals through portfolio review at each gate
- Students are committed to evidence-based and best practices in counseling and school psychology
- Students are able to successfully apply learning in field-site settings
- Students successfully pass the comprehensive examination

Professional Qualities

- Commitment to the profession and activities that demonstrate clear professional identity
- Completion of service hours and demonstration of professional identity
- Ethical and social responsibility in all settings, including demonstration of respect for others

Personal Qualities

Students demonstrate competence in the following areas:

- Interpersonal effectiveness in professional interactions in the CSP program and in collaboration with community and outside entities.
- Openness to learning and willingness to incorporate corrective feedback
- Respect for social and cultural diversity and recognition of its critical impact on the counseling and school psychology process
- Personal stability, as indicated by consistent affective, cognitive, and behavioral management in the CSP program, including successful management of all personal issues that may prevent performance of the duties of a professional counselor

Evaluation Timeframes

Continuation in the CSP programs is contingent upon positive, continuous faculty evaluation of the student in the three core areas indicated above: a) Academic Qualities, b) Professional Qualities and c) Personal Qualities. A student may be dismissed from the program for deficiencies in one or more of the three core areas. If students fail to maintain adequate performance in these areas, they are subject to remediation processes, during which the faculty attempt to provide a plan to assist the student in meeting basic performance standards.

In addition, behavior deemed by Southern Connecticut State University community to be unacceptable will subject the student to immediate dismissal per Southern Connecticut State University's *Code of Student Conduct* (See SCSU School Student Handbook).

In the case that student behavior warrants immediate separation due to disruption or physical safety issues (See SCSU School Student Handbook), students may be asked to leave the classroom and/or campus police may be called (see Disruptive Student Policy).

Remediation

All students' progress will be reviewed each semester. If an area of concern is noted for a student, the student will be closely monitored to determine a) if the area of concern is no longer an issue or is manageable with no remediation or if b) the student requires faculty remediation.

If at any point during the student's program, the student is deemed at risk in terms of failure due to academic-professional deficits or personal-professional deficits, including personal issues that prevent a student from performing the duties of a professional counselor or school psychologist, a remediation plan will be initiated and documented.

This remediation plan, designed to address the issue(s) of concern, will be:

- Established by the student's advisor with consultation from other program faculty, and when appropriate, the student's on-site supervisor and other relevant professionals;

- When appropriate, reviewed by the CSP faculty Student Evaluation and Action Committee (SEAC)
- Presented to the student;
- Discussed relative to the faculty's concerns, and if applicable, protection of the public and field placement site; and
- Agreed upon and signed by advisor, student, and the faculty member who will monitor the student's progress relative to the remediation plan, with notification to the program faculty.

These remediation plans may involve any or all of the following:

A. For Academic Qualities Remediation:

- Retake courses
- Tutoring, study-skills training, or test-taking training
- Writing lab assistance
- Spoken and/or written language skills remediation
- Other academic interventions, as deemed necessary and appropriate by the program faculty

B. For Professional Qualities Remediation:

- Retake courses (e.g., skills courses, ethics, content courses)
- Removal from placement site and/or reassignment of placement site
- Specific assigned activities in placement site
- Writing reflection papers
- Additional supervision meetings
- Other professional skills interventions, as deemed necessary and appropriate by the program faculty

C. For Personal Qualities Remediation:

- Personal counseling
- Writing reflection or other related papers
- Additional supervision meetings
- Other personal remediation interventions, as deemed necessary and appropriate by the program faculty

The remediation plan will include, at a minimum:

- Specific activities to be completed;
- Target measures of accomplishment, which will be documented;

- A schedule of regular meetings between the student and the faculty member responsible for monitoring and documenting the remediation plan (if this person is different from the student's advisor)
- A timeframe for accomplishment; and
- Contact information for the faculty member responsible for monitoring the student's progress.

Copies of the plan will be retained by the student's advisor, the monitoring faculty member, the program coordinator, chair, the Dean of the School of Education and the student. The monitoring faculty member will also retain notes documenting all meetings with the student during the course of the remediation process.

Retention

At the completion of the remediation plan timeframe, the faculty member responsible for monitoring the remediation plan, the advisor, and the student will meet to discuss the success of the plan. If the evidence suggests that the plan has been successful, the advisor and responsible faculty member will advise the student, program faculty, chair and the Dean of the School of Education of the successful resolution of concerns. If the evidence of successful remediation is questionable, additional remediation activities may be deemed necessary, with all the conditions of appropriate remediation as outlined above. All of these discussions will be documented.

Dismissal

In addition to violating the requirements of the CSP department as listed above, there are three other entities that have published policies that determine continued enrollment and dismissal at Southern Connecticut State University. The policies that determine continued enrollment are itemized here and discussed briefly below:

- Those determined by the University in terms of behavior (SCSU Student Code of Conduct),
- Those determined by the Graduate School in terms of academic standards, and
- Those determined by the School of Education in terms of SAILS standards.

Determined by the University

The complete policy and descriptions regarding student behavior can be found in the University Student Code of Conduct online at:

https://www.southernct.edu/judicialaffairs/uploads/textWidget/wysiwyg/documents/Student_Code_of_Conduct_%28current%29.pdf.

1. Acts of dishonesty, including but not limited to: cheating and plagiarism, providing or receiving assistance from another, in a manner not authorized by the instructor.
2. Misuse of University documents, including, but not limited to, forging, transferring, altering any document or identification card.
3. Knowingly furnishing false information to any University official.
4. Disruption/obstruction of teaching, research or other academic or administrative activities.
5. Actual or threatened physical assault or abuse, threatening, intimidation, coercion.
6. Sexual assault or sexual misconduct.
7. Hazing for the purpose of initiation or admission into, affiliation with, or as a condition for continued membership in, a group or organization.
8. Stalking.
9. Harassment.
10. Violations of privacy.
11. Theft or damage to property or services owned by the State of Connecticut or any member of the University community.
12. Intentional interference with entry into or exit from University premises or with the free movement of any person.
13. Failure to comply with the directions of University officials acting in the performance of their duties.
14. Use, possession, purchase, sale or distribution of alcoholic beverages except as expressly permitted by law and University regulations.
15. Use, possession, purchase, sale, distribution or manufacturing of controlled substances and/or drugs, or drug paraphernalia, except as expressly permitted by law.

16. Use, possession or distribution of firearms, ammunition for firearms, other deadly weapons and dangerous instruments.
17. Forcible and/or unauthorized entry into and/or unauthorized presence in University premises.
18. Starting fires, causing explosions, falsely reporting the presence of fire, bombs, incendiary or explosive devices, or falsely reporting an emergency.
19. Unauthorized or improper possession, use, removal, tampering or disabling of fire and/or safety equipment and warning devices or failure to follow standard fire and/or emergency safety procedures.
20. Gambling, as defined in Section 53-278a of the Connecticut General Statutes, on University premises.
21. Unauthorized use of University property or the property of members of the University community or of University affiliates.
22. Conduct that violates published University policies, rules, and regulations, including, but not limited to, residence hall rules and regulations.
23. Conduct prohibited by any federal, state, and/or local law, regulation or ordinance.
24. Unauthorized use of University computers and/or peripheral systems and networks.
25. Abuse of the University judicial system.

Determined by the School of Graduate Studies

Academic standards are addressed by the School of Graduate Studies. These complete standards can be found in the Graduate Catalogue.

1. A student whose quality point ratio (QPR) falls below 3.0 during the last semester of course work will be placed on probation and given one semester to raise the QPR to the 3.0 level required for graduation. If, after completing an additional semester of work, the QPR is still below 3.0, the student will be dismissed.
2. A student who is suspended may apply for readmission to the same program after the lapse of one semester. To be readmitted, the student must submit a petition to the graduate program coordinator describing why he or she will be successful if readmitted. The Graduate Program Coordinator will return the petition to the student with reasons

for disapproval or will forward it to the Dean of Graduate Studies with a recommendation for approval.

3. A readmitted student must achieve a minimum grade point ratio of 3.5 in the next 12 credits of coursework taken. Should the student fail to achieve 3.5, he or she will be dismissed from the School of Graduate Studies with no option for readmission.

Determined by the School of Education

The School of Education requires graduate certification (school counseling and school psychology) students to maintain a 3.0 (B) grade point average. A student who, after acceptance to a teacher education program, obtains a grade point average of less than 3.0 will be placed on probation by both the School of Education and the School of Graduate Studies. The student will have one semester to raise the grade point average to 3.0 or higher. Failure to do so will result in dismissal from the certification program.

Applied by the Counseling and School Psychology Department

Please note that the CSP department has a more stringent requirement for grade achievement than both the Graduate School and the School of Education. All CSP students must achieve a B or higher in every class.

If there exists a violation of University Policy or the Student Code of Conduct, or the student is unable or unwilling to complete the remediation plan outlined in this policy, then the faculty of the program would have the option of using *dismissal from the program* as an action of last resort. If this action is taken, the program faculty (including the Chair) will:

- Document all evidence leading to this decision;
- Inform the Dean of the School of Education of the decision;
- Inform the Dean of the Graduate School of the decision;
- Inform the Dean of Student Affairs of the decision;
- Inform the student of the decision;
- Inform the student of his/her due process options; and
- Provide the contact information for the person to whom an appeal would be made.

Questions about this policy are welcome. Please see your program coordinator or your advisor if you have concerns.

Student Ethics & Academic Honesty Policy

The integrity of scholarship is the cornerstone of the academic and social structure of the University. It is the expressed policy of the University that every aspect of graduate academic life, related in whatever fashion to the University, shall be conducted in an absolutely and uncompromisingly honest manner. Violations of academic honesty are grounds for a failing grade and may result in dismissal from the School of Graduate Studies.

It is expected that every student will behave ethically in class, when performing student work and at placement sites. Behaving ethically in class involves paying attention to course material, doing all assigned work (including readings), and refraining from interrupting the course (e.g., loud talking, using laptop for anything other than taking notes, using cell phone – including texting). Additionally, attending class is a requirement, and although different professors grade attendance and participation differently, it is an expectation of the department that you will have no more than 2 unexcused absences or you may need to take the course over.

In addition, student written work should be free from plagiarism. Using another's work as your own, without citing and/or quoting is considered plagiarism and is grounds for dismissal from the program. Plagiarism also includes using your own previous papers as a new submission in another class. Additionally, under no circumstances will cheating, in any form, be tolerated and can also result in dismissal from the program. Cheating includes use of illicit aids during exams, giving or receiving aid during an exam, copying from another student's exam or paper, falsifying work or records and use of course materials in another venue without prior permission.

Finally, student behavior while on practicum and internship sites is a reflection of our program and our University. All students are expected to follow the ethical guidelines of their program, as listed on page 18 of this document.

Criminal Record Check/ Fingerprinting

Students within the Clinical Mental Health program must be aware that a criminal record is a component of licensure as a professional counselor. Additionally, sites that serve clients from a vulnerable population (e.g., children, inmates) may require fingerprinting and a criminal record check.

Effective July 1, 2010, 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 and student teaching. 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 altered. 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 Southern Connecticut State University. The University will not be responsible for your inability to complete your chosen degree program. The School of Education Student Teaching office will make every reasonable attempt to place you, however if you do not pass the background/fingerprint check that is required and we cannot place you, you will be unable to complete your program.

To assist you in completing this requirement, the School of Education has contacted ACES – one of the Regional Educational Service Centers. ACES will be able to share your background check with other RESC's as well as send the information to the district(s) you request. If you are unsure of your placement – you can contact the ACES once you know and request your information be sent to the district of your placement.

Other sites can also perform fingerprinting. See:

<http://www.sde.ct.gov/sde/cwp/view.asp?A=2613&Q=321326>

Advisement

Upon acceptance into the program, each student will be assigned an advisor, who will help the student complete a planned program. Advisors should be used for selection and sequencing of courses, field placements, other program concerns and a personal support system. Students should meet with their advisor no less than once each semester. Please call the department secretary to make an appointment (392-5910).

Planned Program

Upon acceptance into the program, each student will meet with his/her advisor to develop a Planned Program, which will indicate the courses the student must complete in order to satisfy degree and certification requirements. After the advisor and student complete the Planned Program, it is sent to the Graduate School for approval. The Planned Program is not finalized until the Dean of the Graduate School signs the program and sends a copy to the student and the department. If situations arise which require a change in a student's Planned Program (e.g., taking a course not specified on the planned program; wanting to substitute one course for another), the student must contact his/her advisor to discuss this, and, if approved, complete a "Change in Planned Program" form.

Transfer of Credits

Students may transfer credits into their planned program, provided that:

1. They clearly meet the requirements of the graduate program and the student's planned program;
2. Are from an appropriately accredited institution;
3. Are approved by your advisor and the program director;
4. Are approved by the Registrar and Dean of Graduate Studies;
5. Are consistent with the university's guidelines for acceptance of transfer credit;
6. Meet the criteria described in Time Limit section below.

Course Sequence

At the same time as the Planned Program is developed, students will also plan, with their advisor, a sequence of classes for each semester. The department uses this information to

create its schedule of courses offered. You may not deviate from this plan without the permission of your advisor. Failure to follow this sequence of study may result in a delay in your program of one semester, one year, or more.

Time Limit

All course work and other requirements for a graduate degree must be completed within six years from your matriculation date. For example, if you took a course as a non-matriculated student and that course is on your planned program, you will have six years from that first semester to complete your program, not the semester which you matriculated. If courses were taken more than six years earlier than the date of the degree to which they apply, they will not count toward that degree. They will have to be repeated, or the student will have to pass an examination proving that their skill level meets the current requirements of that course. If for any reason you need an extension, you must consult with your advisor and get approval from the advisor and the Graduate School before continuing.

Request for Leave of Absence

In extenuating circumstances, a student may petition for a leave of absence from the program. The request must be made in writing by the student to his/her advisor. The advisor, in consultation with the program faculty, will review the request and notify the student of the decision. If the request is granted, the time period for which the leave of absence applies will be stipulated. Missing one or more semesters of continuous enrollment will probably affect the student's ability to re-enter the course sequence as s/he left it. The leave of absence is counted as part of the time allowed for completion of degree requirements. Matriculated students who are not taking a course in any spring or fall semester must pay a Continuous Enrollment Fee by the Graduate School in order to maintain their matriculated status. The student must pay the university fee as billed each semester during the leave of absence; however, in some cases the student can petition to have the fee waived. Leaves of more than two semesters are rarely granted.

Address and Phone Number Changes

For a variety of reasons it is important that the department be able to reach students. In order to facilitate correspondence, it is necessary to report any change of address or phone number to the Registrar's office as soon as possible. It will also be to your benefit to notify the CSP office secretary of these changes as soon as possible.

The CSP department does not make changes for the student to the Registrar's office records. It is the student's responsibility to take care of these changes.

New Student Orientation Meeting

The faculty conducts a very important orientation meeting for students accepted into the programs. This is held during the week classes begin every fall. The meeting allows students the opportunity to meet the faculty and other students, to review critical program information, and to ask questions. This meeting is mandatory; entering students must make whatever accommodations are necessary to attend.

Technology

Technology is expected to be changed within the next academic year; please stay posted for the date, which has not been released. Currently, Southern Technology contains several important features that all students are expected to use and regularly check:

E-mail

Every student is issued a Southern e-mail account through Owls. It is through this account that faculty will e-mail you, so you must check this account frequently. If you are having any problems with your account you may contact the Help Desk by phone (392-5123). If you have a personal account, and want to have your SCSU e-mail messages forwarded there, there is an option in the E-mail section that allows you to do so. This option has been problematic and we do not recommend that you use it. Rather, you should log directly into your Southern account for your messages.

eLearning VISTA

Most professors use eLearning VISTA for teaching purposes. eLearning VISTA houses materials, assignments, course PowerPoints, etc. Become familiar with eLearning VISTA and its functions.

CSP Group

The CSP student association (CSP-GSAC) maintains a group website via MySCSU, which contains important information about the program, news and announcements, links to professional associations and sites, photos, message boards, etc. As part of your commitment to the program and the profession, you are expected to regularly visit and use the site. Sign up for the CSP group immediately following the directions given to you at Orientation.

Announcements

In order to most effectively communicate important announcements, the CSP department posts messages on the main page of your student MySCSU account. It is the responsibility of each student to check these messages regularly.

Department Calendar

All important dates (meetings, comprehensive exams, workshops, deadlines for filing for graduation, etc.) are posted in the CSP Department Calendar, which is also a link on your MySCSU page. It is your responsibility to check this to learn the important dates that pertain to your program. Each program also has bulletin boards located outside of the CSP office.

Safety

In order to maintain safety at SCSU, students are encouraged to add the campus police non-emergency number to their cell phones (392-5375). Emergency calls from the campus phones are the standard 911. Students are also encouraged to read the safety instructions at: <http://www.southernct.edu/emergencypreparedness/>. Additionally, students are requested to sign up for the emergency alert system at: <http://www.southernct.edu/scsualert/>.

Graduate Student Association

The Graduate Counseling and School Psychology Student Association (also called CSP-GSAC), is the official student government body representing all matriculated graduate students in the department. The association supports student professional development and excellence in the academic standards and goals of the CSP department. All graduate students who are matriculated and currently registered are voting members of the association. GCSPSA brings students together for both professional and social activities. These activities are supported by the fees you pay each semester. All students are encouraged to become actively involved in this association. The association conducts regular business meetings to discuss activities and student concerns; it is through the GCSPSA that student concerns are brought to the attention of the department.

The University also has a graduate student organization called the Graduate Student Affairs



Committee (GSAC) which focuses on "advancing our agenda for excellence" set by Southern Connecticut State University's School of Graduate Studies. It supports activities that enhance the academic, social and cultural experience of SCSU's students through the distribution of the activity fees collected from full-time graduate students. The funds support a variety of graduate student activities

including student research and conference attendance as well as university and departmental efforts such as guest lecturers, club events, and special events. GSAC also functions as an advocacy group, representing the needs of SCSU's graduate student body.

Conference & Research Funding

GSAC has travel and research fellowships available for graduate students. Students may apply individually for funding for research projects and conference attendance. Forms for funding applications are available by clicking on the appropriate link on the Graduate School website. All requests for funding should be submitted at least one month in advance of the event and requests to speak before the committee should be made at least two weeks in advance of the meeting.

Diversity Committee

The CSP Department's mission statement seeks to prepare "practitioners in the mental health profession who contribute significantly to the social, emotional, academic and physical development of children, youth and families in a multicultural society." Similarly, the CSP Diversity Policy includes a commitment to "providing equal access to educational opportunities through recruitment, admission, and support programs that promote diversity, and foster successful academic experiences."

The CSP department is committed to teaching multicultural competence as part of the curriculum. In pursuit of this goal, cultural diversity is immersed in all courses, students are required to take a course on Multicultural Counseling and Assessment (CSP 578), complete fieldwork in at least one diverse setting and complete additional requirements related to understanding diversity for student portfolios.

The CSP Diversity Committee was formed to support and provide accountability for these efforts. The mission of the CSP Diversity Committee is:

The Counseling and School Psychology Diversity Committee is committed to creating an inclusive community grounded in respect and appreciation for all individual differences. The Committee recognizes a broad definition of diversity, including: racial/ethnic, gender and gender orientation, sexual orientation, disability, immigrant status, socio-economic status, religion and spirituality, among others. The Diversity Committee's main function is to provide programs and resources to students that enhance knowledge and encourage understanding of diversity, as well as multicultural competence as a counselor. Additionally, the Diversity Committee can inform and assist Faculty within the department with recruitment, enrollment, education, and retention of a diverse student body.

Financial Aid

There are currently three opportunities for fellowships through Southern and the CSP department: Graduate Assistantships, Graduate School Graduate Assistantships and the Graduate Research Fellowship. However, for those in need of financial aid it is necessary to seek alternate loan services such as Stafford Loans.

Graduate Assistants

Each year the department is generally awarded a small number of assistantships. To be eligible, the student must be a full-time matriculated student in the CSP department during the period of the appointment. This is, unfortunately, a limited resource and demand far exceeds supply. The department secretary has application forms. Graduate assistants are required to pay full-time tuition and the cost of student accident and health insurance; all other fees are waived. The GA stipend is based on the number of load hours awarded; see the current graduate catalog for additional information.

Graduate Student Graduate Assistantship

The GSGA is a non-need based award administered through the School of Graduate Studies and is contingent upon: (1) acceptance to a graduate degree or Sixth Year diploma program; (2) the achievement of a minimum 3.3 grade point average for all undergraduate coursework and 3.5 grade point average for all graduate coursework.

Students must be enrolled full-time during the year of the award. Students cannot hold other University supported positions (such as Graduate Student Worker; Graduate Research Fellow; Graduate Teaching Assistant; Research Administrative Assistant; Resident Advisor; Graduate Intern, or Adjunct Faculty) while holding the GSGA award.

Each GSGA award involves a scholarship and stipend totaling \$16,000 for the 2007-2008 academic year. Up to ten awards will be made for the academic year by the Dean of the School of Graduate Studies. Students should contact a faculty member in the CSP department if they are interested in this assistantship.

Graduate Research Fellowship

The GRF is a non-need based award administered through the School of Graduate Studies and is contingent upon: (1) acceptance to a graduate degree or Sixth Year diploma program; (2) a minimum 3.3 grade point average for their undergraduate work. In addition, applicants must have a minimum cumulative grade point average of 3.5 for all completed graduate work, if any.

Students must be enrolled full-time during the year of the award. Students cannot hold other University supported positions (such as graduate student worker; graduate research fellow; graduate teaching assistant; research administrative assistant; resident advisor; graduate intern, or adjunct faculty) while holding the GRF award. Each GRF award involves a scholarship stipend totaling \$8,000. Up to ten awards will be made for the academic year by the Dean of the School of Graduate Studies. Students should contact a faculty member in the CSP department if they are interested in this assistantship.

Course Availability

The department does not offer all the courses listed in the catalog every semester. Many courses are offered only once each year; several elective courses are offered in alternate years, or less frequently. Courses which are scheduled to be offered are canceled if, just prior to the beginning of the semester, there is insufficient enrollment to justify them. Students in field placements should enroll early for their practicum or internship seminars (See Practicum and Internship Handbooks); should the available sections for the seminar fill up or be canceled by the university, any student not enrolled will be denied enrollment in the seminar, and will have to withdraw from their field placement.

Departmental Permission for Classes

Many courses require permission from your advisor and/or the instructor in order to enroll in that course. To obtain permission for a class, fill out the form located in a folder in the CSP office. Provide the following information: your name and SCSU Banner ID number; the course number and section; and the 5-digit course CRN number. Being issued permission for a class in

no way guarantees you a seat in the course; it only acknowledges that you are eligible to take the course and can register for it. Additionally, you are only given permission to sign up for the specific section of the course that you listed. If you decide to switch sections, you must go through the entire process again.

If you have been given permission to enroll over the class limit: as you attempt to register, the system will advise you that the class is not available. Continue to click on “register”, and you will eventually be allowed to do so.

Registering for Classes

Students typically register on-line. The university announces the date that registration for the semester will begin. These dates can be viewed on the University Calendar online at: <http://www.southernct.edu/calendar/>. It has been our experience that most students enroll for their classes within the first day or two of the registration period -- thus, if you do not do so, there is a possibility that the courses you need are already filled.

Class Attendance and Participation

Regular class attendance is expected and is defined as one's presence, in class, for the entire scheduled period. The continuity of the course is diminished without a sincere commitment on the part of each student. Personal vacations, no matter how far in advance they have been planned, are not excusable absences. It is expected that, other than illness or an emergency, students will maintain perfect attendance. Note that serious repercussions, such as having to take the course over, can result from missing over 2 classes a semester in one course. Regular and punctual class attendance is not sufficient, however, to satisfy the requirement of participation. It is expected that students will fulfill the following criteria for participation:

1. Completion of assigned readings prior to class;
2. Consistent, active, positive verbal participation;
3. Completion of assignments per format and on due date;
4. Provision of a supportive environment conducive to the mastery of course material.

Disruptive Students

Disruptive students interfere with the learning process and educational mission of the university. Students are obligated to abide by the Student Code of Conduct (codified by the Board of Trustees of the Connecticut State University System and publicized under "Student-University Relations" in the Southern Connecticut State University Student Handbook – viewable and downloadable at: <http://handbook.southernct.edu/>) and all local, state, and federal laws. Students also are obligated to abide by the standards and expectations of proper classroom decorum as established by professors in their class syllabi.

Disruptive students will be subject to immediate discipline by the Office of the Dean of Student Affairs. Therefore, in the event of an incident, faculty are advised to follow the established university procedure for dealing with disruptive students:

The professor should inform the disruptive student, either verbally or in writing, that such behavior will not be tolerated in the classroom, and that the student may be removed from the class for either that day or the rest of the semester if the behavior continues. The verbal warning may take place privately or in the presence of others as witnesses.

The professor simultaneously should inform the Dean of Student Affairs, the Department Chairperson, and the Academic Dean via memo or e-mail that a warning has been issued to the disruptive student. The professor may request that the Dean of Student Affairs and the University Judicial Officer meet with the student to firmly warn the student of the disciplinary consequences of disruptive behavior and to reiterate that the professor has full authority in the classroom.

If the student's behavior continues to be disruptive, the professor should inform immediately the Dean of Student Affairs, the Department Chairperson, and the Academic Dean via e-mail or memo, that the formal process should begin of removing the student from the class and, if warranted, from the university. However, if the disruptive outburst is of such a nature that the professor cannot gain control of the class or the safety and welfare of the professor and/or

students are in jeopardy, the professor immediately should contact Campus Police (or ask another student in the classroom to contact Campus Police) by using the red emergency phones located in hallways throughout the campus that instantly connect to Campus Police, or by calling 392-5375 if a cell phone or pay phone is used. Formal disciplinary procedures and possible arrest of the disruptive student will follow.

Academic Standards

Graduate students must maintain an overall average of 3.0 (B) in all courses, per the Graduate School regulations. It is the policy of this department to recognize a grade of “B” or higher as an acceptable grade for all matriculated CSP students. Any student who obtains a grade below a B (i.e., a B minus or lower) in any course would be considered to have not met the performance standard required for passing that course and would be required to repeat that course.

Safety

Although our campus is continually striving to provide the safest environment for our students, students can also take personal responsibility which will decrease their chances of becoming a victim. Sign up for the emergency alert system which can send notices to your cell phone, as well as text you with information regarding emergencies and University closings. Read more about this at: <http://www.southernct.edu/scsualert/registration/>. In addition, please put the University Police number (203) 392-5375 in your cell phone and an emergency contact (listed under ICE). When attending late night classes, take special care when walking to your cars; walk in a group and in well-lighted areas. Additionally, do not leave items in your car which could be easily stolen, e.g., navigation systems, Ipods, laptops.

Parking Permits

A common problem for many students at SCSU is access to parking. As a graduate student you will be issued a parking permit which allows you to park in additional graduate lots. This permit will be issued to you during your orientation meeting and must be displayed on the front left

side of your car windshield. Please note that parking problems do not justify tardy arrivals to class.

Students Needing Accommodations

Students needing special accommodations based on a disability must go to the Disability Resource Office (DRO) in Engleman Hall – C-105A, telephone (203) 392-6828, or email DRC@southernct.edu. The DRO will assess the accommodations and support services necessary to ensure your full participation in your graduate studies. Instructors are not able to respond to requests for accommodations unless they have been developed with the participation of the DRO. It is the student's responsibility to transmit the accommodation plan to their instructors.

Cell Phone Policy

Students are expected to turn their cell phones OFF during the time they are in class. This includes participation in labs, group work, meetings, workshops, etc. A student expecting an emergency phone call should speak to the instructor prior to the class or activity. Absolutely no texting is allowed in class.

Computer Labs

To assist students, faculty, and staff with their education, Academic Computing at Southern CT State University provides a dozen public computer labs with the latest in software applications and hardware: Davis Hall 118, Student Center 104 Buley 309, Buley 314, Jennings 130, specialized labs such as the Center for Adaptive Technology in Engleman and the Student Technology Resource Center in Schwartz. Hours are posted at <http://www.acc.southernct.edu/facilities/labs.html>.

Counseling Services for Students

We often encourage students to seek counseling as part of their growth in the profession. University Counseling Services offers a wide variety of resources to help students adjust to life on campus through individual and group counseling, outreach and programming and

consultative services. Their center is staffed by licensed counselors, clinical social workers, an advanced psychiatric registered nurse and senior level graduate interns who help students in many ways, like learning how to manage their depression or dealing with a family crisis. Students can apply what they learn in counseling and can begin to effectively deal with problems outside of the counseling setting.

It is important to note that if you do use SCSU counseling services, you cannot have your practicum or internship at that site. For more information you can access the counseling services website at <http://www.southernct.edu/counseling/>.

Career Services

Interested students may utilize the Department of Career Services, which has a center on campus. This center can be useful with job search information and counseling. Help is available with writing a resume, an appropriate style for a cover letter, and mock interviews. For further information visit the career services center at Schwartz Hall 102 or their website at <http://www.southernct.edu/careerservices/>.

Student Service Commitment

Each student accepted into the CSP Department will satisfy a Service Commitment prior to her/his program completion. As stated in the Student Retention and Continuation policy (see page 29) each student is to show “Commitment to the profession, as demonstrated by active pursuit of the highest standards of professional practice and through service to the program and professional organizations.” In addition, a commitment to service is an expectation of the School of Education as stated in its Conceptual Framework. Understanding the value and spirit of service begins with offering one’s talents, skills and intentions without the expectation of receiving anything in return. This means moving beyond the boundaries of the minimum requirements of our respective roles and responsibilities in order to enhance the educational and/or human development process of our individual clients by creating and supporting positive change efforts in their schools and communities.

Each student, prior to program completion, must verify the completion of no less than 20 hours of service commitment. Hours are earned by providing volunteer time to the department, school, or university; to a public school or public or private agency; or to a professional service organization. You may **NOT** count hours that are a result of: course assignments; a paying position that you currently have; attending a workshop, conference or lecture; etc.; any activity that preceded your acceptance into the program. Activities that count must be voluntary and be above and beyond the expectations of your courses.

Each student will be responsible for documenting her/his own time. Documentation, will become part of each student's Professional Portfolio, and will be reviewed by the CSP faculty periodically. Some programs require a form to be completed and signed by the student's advisor; please check with your advisor on this requirement. No student will be allowed to proceed to the next level of her/his respective program unless the service commitment, as well as all other student evaluation criteria, have been satisfactorily attained.

Portfolios

As a student in the CSP department at SCSU, you are required to create a Portfolio documenting both your academic work and the extracurricular and professional activities completed during your time in the program. Your portfolio will be reviewed by your advisor (or a designated faculty member) at three of the four program "gates" – junctures in the program at which you are evaluated (See SAILS information on page 19). By virtue of being admitted to the program, you have already successfully completed Gate 1. Therefore, your first Portfolio review is the Gate 2 Portfolio Review, which occurs at the end of your first year. The Gate 3 Portfolio Review occurs at the end of the semester in which you complete Practicum. The Gate 4 Portfolio Review occurs at the end of the semester in which you complete the program, which is typically concurrent with the completion of Internship. Please see your program's specific Portfolio Handbook for more information.

Liability Insurance

During the Practicum and Internship application process students must show proof of appropriate liability insurance. You should complete the form in Appendix B of your Practicum and Internship Handbook. Many professional organizations offer members special low rates for liability insurance. The American Counseling Association provides counseling students with free liability insurance. Please see your program's Practicum and Internship Handbook to learn more.

Know that there might be times that you may be asked to review your policy for specific information relevant to your Practicum or Internship work. The CSP department does not make recommendations as to how much coverage you should obtain.

Field Experiences

An important component of training is the application of the knowledge and skills acquired through course work in the professional setting. Both the state of Connecticut and the various accrediting agencies require the demonstration of competency through field experiences before the program can endorse students for professional practice. There are two field experiences:

Practicum

The practicum required of CSP students provides an opportunity to demonstrate counseling skills under close supervision in a community or school setting. The primary goal of practicum is to develop the expertise to do individual and group counseling and assessment in a professional setting. This is accomplished by combining a student's counseling skills and personal style into an effective therapeutic approach, enhancing the student's growth as a person and as a professional counselor. Practicum offers students the opportunity to develop, sharpen, and demonstrate individual and group counseling skills. Students should also make a concerted effort to engage clients of various ethnic populations, both genders and different age groups.

Internship

Following the practicum and pre-requisite courses, students will pursue an internship. The goal of the internship is to further develop and refine the skills established during practicum.

Moreover, the internship should provide the student with the full range of counselor or school psychologist responsibilities appropriate to the setting. Careful consideration should be given to the type of internship site that you choose and you should discuss this closely with your advisor or the Clinical Coordinator. During internship, students assume increasing levels of responsibility for a range of counseling and assessment activities. As with the practicum, site supervisors serve as mentors, meeting at least one hour per week for individual supervision.

Selection of Field Sites

Each semester a mandatory meeting is held for students entering practicum or internship the following semester. Students should watch the CSP MySCSU calendar and their online announcements for notice of this meeting. Sites will be selected in order to maximize the learning potential of the student. While students may independently inquire about placements, final decisions rest with the program faculty, and are highly dependent upon the field site's ability to provide the experiences and supervision required to meet the training goals. Students can anticipate that they will be required to have an interview with their prospective field site(s). This interview should be taken very seriously; approach this as you would an interview for a position. The interview should serve as an opportunity for you to evaluate whether or not the site would serve your professional training needs.

NOTE: The above descriptions are by no means a comprehensive guide to practicum and internship experiences. It is necessary for all students to thoroughly familiarize themselves with the procedures and expectations of their practicum and Internship by carefully reviewing their program's Practicum and Internship Handbook that is supplied to all students enrolled in either field experience. These handbooks are also available online through the MySCSU CSP group files.

Comprehensive Examination

Students are required to pass a comprehensive examination in order to obtain the Master's Degree. These exams are different in content and format for each program. The exam dates are posted on the CSP Calendar at the beginning of each term. There is a mandatory meeting for students taking the exam approximately one month prior to the exam date; students who do not attend this meeting will likely be denied permission to take the exam. Any student who fails the exam should immediately arrange a conference with his/her program advisor. A student who fails the comprehensive examination may petition his/her advisor for a second examination. If the petition is not granted, the student will be dismissed from the program. Failure in the second examination results in dismissal from the program.

Procedures for Resolving Graduate Student Grievances

The CSP faculty recognize that there may be occasions when a graduate student has a grievance about some aspect of his/her academic involvement. The CSP department supports the swift resolution of issues and problems with the most direct communication possible.

Student Rights

An academic grievance indicates a dispute concerning some aspect of academic involvement arising from an administrative or faculty decision which the graduate student claims is unjust or is in violation of his or her rights. The Graduate School considers any behavior on the part of a faculty member, staff or an administrator, which the student believes to interfere with his/her academic progress, to be subject to a grievance. This list of rights is a general, but not all-inclusive list of expected graduate student rights in the CSP department:

- has the right to competent instruction;
- is entitled to have access to the instructor at hours other than class times (office hours);
- is entitled to know the grading system by which he/she will be judged;
- has the right to evaluate each course and instructor;
- has the right to be treated with respect and dignity.

In addition, an academic grievance may include alleged violations of the affirmative action plans of the University as related to academic policies and regulations, as well as disputes over grades, course requirements, graduation/degree program requirements, thesis/dissertation/advisory committee composition, and/or advisor decisions. Please see the SCSU Graduate Catalog (p. 42-45) for graduate school policies on grade appeals and disciplinary action.

Grievance Procedures

Below are the procedures to be utilized when a graduate student has an academic grievance with a faculty member, University staff or administrator.

1. Individuals should attempt to **resolve claimed grievances first with the person(s) involved, within the department**, and wherever possible, without resort to formal grievance procedures. The graduate student should first discuss the matter with the faculty member involved, or with the faculty member's chairperson or program coordinator. The student's questions may be answered satisfactorily during this discussion. The student may also choose to contact the School of Education Dean or Graduate School Dean, if the grievance is with the departmental chairperson or program coordinator for a possible informal resolution of the matter.
2. If a graduate student chooses to pursue a formal grievance procedure, **the student shall take the appeal in written form to the appropriate departmental chairperson/program coordinator**, and forward a copy to the School of Education Dean and Graduate School Dean. In the case of a grievance against a departmental chairperson, or in the absence of the chairperson/coordinator, the student will go directly to School of Education Dean or the Graduate School Dean in which the alleged violation has occurred.
3. After discussion between the chairperson/coordinator/dean and all parties to the grievance, all parties involved may **agree that the grievance can be resolved by a recommendation of the chairperson/coordinator/dean**. In this case, the chairperson/coordinator/dean will forward a written recommendation to all parties involved in the grievance within 20 working days after receipt of the written grievance. The chairperson/ coordinator/dean is at liberty to use any appropriate method of investigation, including personal interviews, form an ad-hoc committee and/or referral to The Counseling and School Psychology Student Evaluation & Advisement Committee (SEAC) for recommendation of resolution. A written and confidential finding and resolution should be presented to the student and all parties to the grievance.
4. If a grievance is not satisfactorily resolved through step 3, an appeal in writing and with all relevant material may be submitted for consideration and a decision by the Provost. The Provost will then follow university procedures for a formal grievance.

Grade Appeal Process

The current graduate catalog details the university / department policy with respect to appeals of grades. Appeals must be made in writing by the 3rd week of the semester following the date on which a grade was awarded. Students must first attempt to resolve the matter with the instructor. If unsuccessful, the matter is referred to the program director/chair, and if still unresolved then to the university's Grade Appeal Committee; decisions by that group are final.

Graduation

Application deadlines for January, May and August graduations are listed in the SCSU Semester Registration bulletin, and are generally six months in advance of your anticipated graduation date. It is the student's responsibility to initiate the necessary paperwork to apply for the degree; this is done through the Records Office. Note: applying for graduation is completely separate from applying to attend the Commencement Ceremony.

Commencement (attending the graduation ceremony):

Students must actively apply to attend the Commencement ceremony, which is held only once a year (May) regardless of one's graduation date. Students apply through the Graduate Office; the number of tickets available to each student is limited. Deadlines are listed in the Semester Registration Bulletin, and students also usually receive written notification from the Grad Office. No student is allowed to participate unless in appropriate academic regalia (cap and gown). Note: applying for Commencement is completely separate from applying for Graduation (receiving your degree).

Certification (School Counseling & School Psychology)

There are three levels of certification for school counselors and psychologists in Connecticut: Initial, Provisional, and Professional. Upon completion of the program, students are eligible for the Initial Educator Certificate. Upon successful completion of the first year of full time practice, one may apply for the Provisional Certificate. The Professional Educator Certificate requires a minimum of three years of full-time practice under the Provisional certificate. It is the

responsibility of the student to apply for certification. Forms are available in the School of Education Office. Apply no later than by the middle of the semester which, upon completion, you will qualify for this certification.

Licensure (Clinical Mental Health Counseling)

Completion of the masters program in CMHC does not provide a student with licensure. Becoming a Licensed Professional Counselor (LPC) is a process that requires various steps upon graduation from the CSP program. Among these steps are taking and passing the National Counselor Examination (NCE) for certification and completing 3000 hours of supervised postgraduate professional counseling experience. A thorough description of requirements for licensure can be found at the Connecticut Department of Public Health's website.

http://www.ct.gov/dph/cwp/view.asp?a=3121&q=396906&dphNav_GID=1821

Recommendation Request Policy

The following is the procedure to be followed when requesting recommendations from a faculty member: Obtain the professor's verbal agreement to write a letter of recommendation for you. Provide the professor with:

- a copy of your up-to-date resume; be sure to include mention of any extra activities, awards/distinctions, additional professional training experiences, etc.
- a list of the courses you have taken with that professor, the semester each course was taken, and your final grade in the course.
- Allow at least two weeks for your recommendation to be completed (more during final exam time)

Alumni Association

All students, upon graduation, automatically are listed in the SCSU Alumni database. The Department encourages each student to support the SCSU alumni association, to continue to be enrolled in the CSP Facebook Group, and to become actively involved. This is an excellent way to stay connected to the department and each other, and to participate in the many continuing education and social activities that the CSP department sponsors each year.

Conclusion

We hope that your experiences within the CSP department are fulfilling and rewarding. We offer this handbook as an aid to your journey. Carefully reading and following the policies and procedures will help you successfully complete your education within the CSP department. Please let your advisor know if you need any additional guidance. Your feedback about the usefulness of this handbook would also be greatly appreciated. Please send all feedback to ginicolam2@southernct.edu.