



Southern Connecticut State University

Adjunct Faculty Handbook

**Department of
Counseling and School Psychology**



Last Revised: 12/20/09

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CHECKLIST FOR NEW ADJUNCT FACULTY

√	Task
	Read this handbook from cover to cover.
	Know the appropriate ethical standards for your field.
	Ensure you are a member of national and state organizations for your field.
	Become familiar with the SAILS model and the standards appropriate for the department – CACREP for Clinical Mental Health/ School Counseling and NASP for School Psychology.
	See the Department Secretary to identify if all your paperwork has been processed (Parking, ID, Payroll, etc.).
	Become familiar with the Student Retention and Continuation Policy.
	Meet with your assigned Program Coordinator to participate in an individual orientation.
	Note in your schedule the Department Adjunct Orientation & mandatory Adjunct meetings.
	Obtain Class Syllabi Template from Program Coordinator.
	Submit Course Syllabi to Program Coordinator and Department Secretary via email.
	Log into your MySCSU (http://myscsu.southernct.edu) to familiarize yourself with the system.
	Log into http://webmail.southernct.edu to familiarize yourself with email. Check it 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.
	Log into your class page on http://vista.southernct.edu and familiarize yourself with the tools. If you need assistance, please contact the Department Secretary, Program coordinator or the Technical Assistance Graduate Assistant.
	Review the Student Handbook, as well as the Comprehensive Examination guides for the appropriate program(s) so that you are clear on the knowledge students are expected to achieve from your course(s).
	If you are a Practicum or Internship class instructor, review the Practicum and Internship Handbooks for your program and become familiar with the policies, procedures and expectations.

When to Contact Your Assigned Program Coordinator

If you have any questions regarding teaching your assigned course

If you have concerns with a particular student

If you need extra assistance in any way

If you need to miss a class for any reason

IMPORTANT PHONE NUMBERS **(use last 5 digits if dialing from campus phone)**

Please fill in any missing phone numbers during the fall adjunct meeting.

Department Chair - <i>Dr. De Barbieri</i> :	(203) 392-5483
Program Coordinator, School Counseling - <i>Dr. Generali</i> :	(203) 392-5175
Program Coordinator, CMHC – <i>Dr. Foss</i> :	(203) 392-5154
Program Coordinator, School Psychology – <i>Dr. Fopiano</i> :	(203) 392-5915
Department Secretary - <i>Tanya Jones</i> :	(203) 392-5910
Computer Help Desk, Davis 220a:	(203) 392-5123
CSP Department fax number:	(203) 392-5917
WeatherCheck line:	(203) 392-7669
Audio-Visual Department:	(203) 392-5400
Use any emergency phone, or dial 911 from any campus phone	

At Southern, we value our adjuncts very highly. In order to assist you, we have created this handbook. Most topics are arranged alphabetically for easy reference. The handbook should answer most of your questions, but there may be some items we have overlooked. Please feel free to contact the Program Coordinator regarding any questions or issues you have. The Program Coordinator will contact you often during the semester with memos and reminders. ***Welcome to Southern!***

DEPARTMENT 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 [CACREP-Council for the Accreditation of Counselor and Related Educational Programs, and 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 STATEMENT

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.

PROGRAM OBJECTIVES

These objectives are important for faculty because each class is part of the objective, the departmental model and mission statement, as well as meets criteria for national accreditation and state standards.

Clinical Mental Health & School Counseling

The program objectives were designed by to match the current needs in counseling by using the CACREP core and program-specific areas. They were reviewed by faculty and students. Additionally, these objectives are evaluated annually using input from faculty, student feedback, alumni surveys and advisory boards. The connection to program activities indicating how each objective is evaluated is provided as well.

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	CSP 595 Field Work Evaluations Portfolio CCE	CSP 570 Field Work Evaluations Portfolio Comp Exam
Demonstrates an understanding of the history of counseling, especially in terms of ethics and legal standards	CSP 595 Field Work Evaluations Portfolio CCE	CSP 570 Field Work Evaluations Portfolio Comp Exam
Explains major counseling and consultation theories	CSP 569 Portfolio CCE	CSP 569 Portfolio Comp. Exam
Applies developmental theories to counseling	CSP 568 Field Work Evaluations Portfolio CCE	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	Immersed in all courses CSP 578 Field Work Evaluations Portfolio CCE	Immersed in all courses CSP 578 Field Work Evaluations Portfolio Comp Exam
Demonstrates an understanding of group dynamics, group processes, group development, group leadership styles and group roles, as it applies to group counseling	CSP 656 Field Work Evaluations Portfolio CCE	CSP 555 CSP 656 Field Work Evaluations Portfolio Comp Exam
Exhibits an understanding of career counseling and program planning	CSP 572 Field Work Evaluations Portfolio CCE	CSP 572 CSP 573 Field Work Evaluations Portfolio Comp Exam
Integrates assessment and appraisal interpretation into counseling, taking into account ethical and legal standards	CSP 540 Field Work Evaluations Portfolio CCE	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	CSP 691 Field Work Evaluations Portfolio CCE	CSP 691 Field Work Evaluations Portfolio Comp Exam

Program Objective	CMHC	SC
Demonstrates counselor characteristics and behaviors that influence helping processes	CSP 569 CSP 595 Retention & Continuation Policy Assessment Field Work Evaluations CCE	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	CSP 550 CSP 569 CSP 595 Portfolio Field Work Evaluations	CSP 550 CSP 569 CSP 595 Portfolio Field Work Evaluations
CMHC ONLY: Evidences understanding of diagnostic and treatment processes for psychopathological disorders	CSP 571 CSP 574 Field Work Evaluations	
SC ONLY: Exhibits an understanding of the role of the School Counselor on academic development within the school system		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		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	CSP 570 CSP 676 Field Work Evaluations Portfolio

School Psychology

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.

General Information

AAUP

You may wish to join the American Association of University Professors (AAUP). Copies of the Collective Bargaining Agreement may be obtained from the AAUP Office at Southern. The Agreement provides information on pay scales, as well as privileges for our adjuncts (travel funds available, tuition waivers, etc.)

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, as with CACREP, the specialized accrediting bodies have been organized by 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.

ADD/DROP

The Add/Drop class period usually extends into the first week of the semester, so your initial rosters may not be complete. Students who wish to add a closed section of a class must obtain permission from the Department Chair, not the instructor. Permission is not automatic. *Under no circumstances are you to allow students to remain in class if they have not registered for it.*

ADVISEMENT

All students are assigned an advisor who is a full-time faculty member. You may certainly feel free to advise students on course matters, and on issues related to professional experience and issues. In the past, some students have “shopped around” for advisement on issues related to their planned programs, their preparedness to enter field studies, nature and amount of course assignments, etc. This has resulted in some “triangulation” between faculty. The department strongly recommends checking with a full-time faculty member before dealing with student issues not related specifically to your course; better yet, direct the student to their major adviser.

Allowing students in class over the class limit

Class sizes are determined by many factors. In our department, we are fortunate to have, over time, reduced the size of many of our classes to numbers smaller than the “average” as dictated by contract. The rationale has included the need for more intensive training, work load, nationally accepted standards, etc.

It is imperative that you not, out of kindness or sympathy, allow students into your class beyond the maximum for that course (the department secretary can tell you what that is). If a student approaches you requesting entry to a closed course, refer that student to the program coordinator or chair. Please approach the coordinator or chair with your thoughts about the student in order to help with the decision.

In some instances, it will be critical for a student to have a particular course even though it is filled; if a program coordinator or the chair approaches you with this request,

AUDIO-VISUAL EQUIPMENT

The university is constantly upgrading classrooms so that faculty can use technology for instruction. Each room in Davis Hall is wired for internet access, and each room should have an overhead projector that permanently “resides” there. Several classrooms are high-tech rooms, and have computers, monitors, LCD projectors, and overhead projector for your use. The university offers training in the use of this high-tech equipment. Adjunct faculty are urged to attend this training and use technology in their classes. If you encounter problems with the equipment, there is a phone in the room that you can use to call the HELP desk (ext. 25123).

If you know that the nature of your instruction will require a high-tech room, speak to the department chair so that a request can be submitted. Unfortunately, there are not enough high-tech rooms to meet the demand.

BANNER WEB

Banner Web is the Student Information System at SCSU. Banner Web is used to manage student records data and activities. The system supports prospect and recruiting activities, admissions processing, financial aid processing, registration, advising, degree processing, student billing, account management and self-service. With Banner Web, students are able to:

- Check admission status
- Search course catalog
- Register for classes
- Check financial aid awards
- Pay tuition and fees
- Check grades
- Get a copy of transcript
- Apply for graduation

Faculty members use Banner Web to administrate courses and advisees. With Banner Web, faculty members are able to:

- Check course schedule
- View detailed class list
- Submit mid-term and final grades
- View student course schedules
- View student transcripts
- Search student by name
- Display class roster for any single section

You may access Banner Web via MySCSU:

1. Log into MySCSU
2. Click on the MyRecords tab.
3. Click the link that says, Click here to...
4. Click the Banner Web link. You are now in Banner Web Self-Service

Utilizing My SCSU to Banner Web and FINAL GRADE ENTRY INSTRUCTIONS

All faculty are responsible for electronically filing course grades through SCSU's Banner System. Instructions are provided by the university near the end of each semester. Adjunct CSP faculty are expected to file their grades per university procedure and well within stated timelines. Any questions or difficulties should be reported to the department chair. Students tend to be very grade conscious. The department philosophy is somewhat different than that of undergraduate study: we typically teach on a "criterion mastery" model. Our assumption is that students want to perfect their professional skills and are willing to work fairly hard to do so. Therefore, our grades typically span the A+ to B- range. Be aware that if a student is performing below a "B" level, it has implications for their continuation in the program; a student in this category should be brought to the attention of a faculty

advisor as soon in the semester as possible, so that if a very low grade is going to be forthcoming, both the student and his/her advisor are aware of the problem.

Getting Started: Log in to My SCSU system:

Go to Southern Connecticut State University's homepage

<http://www.southernct.edu/>



Click "MY SCSU"

Or you may go directly to: <http://myscsu.southernct.edu/cp/home/loginf>

Login:

Your User ID is your E-mail name provided by Academic Computing/Information Technology Office.

Often Lastname First initial# (e.g BannerB2).

Your PIN is initially set to a default of your date of birth, in the format mmddyy. (Sometimes it may appear as the last six digits of your university ID number found on your SCSU Identification card). For example, if your date of birth is January 4, 1962, your PIN is 010462.

You may call the university help desk if your username/pin does not work. (392-5123).

Once in MY SCSU, select the "Banner" or the "Staff" tab:

Click on the **“Click here too access”** link within **ACADEMIC SERVICES**:

Select the **“Banner Web”** link:

Click on **“Faculty Services”** within your Menu Choices:



Personal Information

View and/or update addresses, phone numbers, e-mail addresses, emergency contact information, and marital status. View Name change and Social Security Number change information. Change your PIN. Determine which personal information is made public by customizing your Directory Profile.



Faculty Services

View detailed schedules or schedules by day and time. View detailed or summary class lists and wait lists. Issue mid-term and final grades. Register students for classes. Perform Advisor functions.

Faculty Services

[Term Selection](#)

[CRN Selection](#)

[Faculty Detail Schedule](#)

[Faculty Schedule by Day and Time](#)

[Detail Class List](#)

[Summary Class List](#)

[Final Grades](#)

[Student Menu](#)

Display student information; View a student's schedule.

[Advisor Menu](#)

View a student's transcript; View a student's grades.

[Student Search by Name](#)

Display alternate PIN, general student information, student schedule, test scores, and email address.

[Individual Class Section Roster](#)

Click on Term Selection

 [Term Selection](#)

Choose the term for which you would like to view information. For example, if it is the middle of the fall term and registration has begun for spring, to view your spring class list(s) to-date, you would need to choose the appropriate spring term. Click on "Submit Term" to make your selection. If you do not choose a term, you will be prompted to choose one when you click on a faculty service option that requires a term.

Select Term

Select Term:

 [CRN Select](#)

Choose the Course Reference Number (CRN) for which you would like to view information. Only courses for which you are listed as the instructor will appear as options in the drop down menu. After you have chosen the course, click on "Submit CRN" to make your selection.

Select CRN : Fall 2001

Select CRN:

Submit CRN

Reset

[Final Grades](#)

If you have not selected a Term and CRN, you will be prompted to do so when you click on “Final Grades”.

- Final grades are required for all students.
- Select the appropriate grade from the drop down menu (see example below) or tab into the grade field and type the appropriate letter grade. The up and down arrows may also be used to select a grade. (The CR/NC grade symbol is used only for university designated credit/no credit courses. If you select CR/NC for a course that requires a standard letter grade, an error message will occur when the Registrar rolls the grades to academic history, and the grade entry for your class will not be complete.)
- **Click the “Submit Changes” button often.** There is a 30-minute time limit between submissions. If you exceed the time limit and attempt to “Submit Changes”, you will have lost your changes and be prompted to login again.
- Final grades can be updated/revised during the grade entry period (set by the Registrar) until the Registrar rolls the class roster to academic history. At that point, the grade roster will indicate that the roll has occurred and a change of grade form will be required.
- Students will be able to view their final grades as the grade rosters are rolled to academic history. Their final term GPA and academic standing will not be finalized until the Registrar completes the entire grade reporting process.

Last Attend Date:

- You may indicate that a student has stopped attending your class by entering their last attend date (not required but helpful).

Attend Hours:

- Please indicate that a student was a “no show” by entering the attended hours as 0.00.

Each time you click on “Submit Grades” you will receive a confirmation that “The grade or Last Attend Date changes you made have been saved successfully” (see below). After clicking

“Submit Grades” for the final time, with this confirmation message on your screen, you can select Print from the File menu to print your grade roster for your records. You may need to adjust your browser’s text size option and/or page orientation (portrait/landscape) to fit on the printed page.

PLEASE NOTE:

Faculty Members with multiple sections, will need to complete a class roster, and then after final submission of grades for one course, need to EXIT back out to the FACULTY SERVICES MENU, to select the next CRN (Course Registration Number) section to grade students.

BENEFITS

As a part-time member of our faculty, a variety of benefits are available to you. They include health insurance, retirement plans and tax-sheltered annuity programs, among others.

HEALTH INSURANCE

Health insurance benefits are available at group rates from Anthem, Oxford and Health Net Plans. Dental insurance is available from United Healthcare and Cigna. Plan information and enrollment forms are available in the Office of Human Resources, Wintergreen Building if you wish to obtain health insurance coverage. Please keep in mind that a break in service of one semester or more will require that you re-enroll to continue participation in a health insurance plan. **Forms should be submitted to the Payroll Office as soon as possible or within 30 days from the date of hire. Also see attached information regarding health insurance for part-time faculty members teaching at multiple locations within any of the State of Connecticut university or college systems: Connecticut State University (CCSU, ECSU, SCSU, WCSU); University of Connecticut; or any of the community colleges.**

RETIREMENT

You are entitled to participate in a retirement plan available through the University. The plans available, depending on individual situations are: State Employees Retirement System (SERS), Teachers Retirement System (TRS) or the Alternate Retirement Plan (ING). Information on retirement can be obtained in the Office of Human Resources.

The State Retirement Division requires that you complete a “Designation of Retirement System” form (CO-931) to indicate which plan you wish to participate in. The completed form must be submitted to the Office of Human Resources. If you are currently enrolled in a retirement plan at another state agency or state university you must continue participating in the same retirement plan. Please indicate on the CO-931 which agency and plan you are currently participating in. If you have already submitted a CO-931 and are currently participating in a retirement plan, you do not need to complete the form unless there is a break in service of one semester or more. If you do not wish to participate in a plan, please complete the enclosed “Waiver of Retirement Plan Participation” form. Failure to elect a

retirement plan within 90 days of appointment will automatically default you into the State Employees Retirement Tier IIA Plan permanently.

State Employees Retirement System (“SERS”) or Alternate Retirement Program (“ARP”) retirees reemployed in part-time faculty positions are not eligible to rejoin SERS or ARP nor are they eligible to waive retirement system membership pursuant to the special provision for part-time members in the collective bargaining agreement between the Connecticut State Universities and the American Association of University Professors, Inc. which affords such members the right to join or refuse to join SERS, ARP or TRS. Such employees must complete a Form CO-931, "Designation of Retirement System-Tier-Plan-Beneficiary", on which their status is indicated in Block (18)(h), OTHER, as a "Temporarily Re-employed Retiree" and must be appropriately coded as temporarily reemployed retirees on state payroll records.

A retired Teachers Retirement System (“TRS”) member's continued employment in a teaching position is subject to the statutory provisions of the TRS, specifically, CGS, Section 10-183v. Such members are not eligible for membership in SERS or ARP nor are they eligible to waive retirement system membership pursuant to the special provision for part-time members in the collective bargaining agreement between the Connecticut State Universities and the American Association of University Professors, Inc.. Such employees must also complete a Form CO-931, "Designation of Retirement System-Tier-Plan-Beneficiary", on which their status is indicated in Block (18)(h), OTHER, as a "Temporarily Re-employed **TRS** Retiree" and must be appropriately coded as ineligible for retirement system membership on state payroll records.

TAX SHELTER ANNUITY (TSA)

You may also participate in a supplemental retirement savings program via payroll deductions referred to as a Tax Sheltered Annuity (TSA) through ING. Information regarding such plans is available in the Office of Human Resources.

DIRECT DEPOSIT

The University offers you the opportunity to have your paycheck deposited directly into your bank or credit union. Enrollment forms are available in the Payroll Department.

ADDITIONAL BENEFITS

Additional benefits are available for review at the Office of Human Resources.

Please do not hesitate to contact the Office of Human Resources at (203) 392-5567 if you have any questions pertaining to the above benefits.

BOOKSTORE

All faculty receive a 10% on most items in the Campus Bookstore. You must have a valid Southern ID “Hoot Loot” card to take advantage of this discount. Refer to the section “Identification Card.”

CHANGE OF GRADES

Grades may be changed for compelling reasons, but this should be regarded as an exception to the rule. Instructors should consult with the Program Coordinator or Department Chair if they are considering a change of grade.

CLASS CANCELLATIONS

If you need to cancel class for any reason, please contact the Program Coordinator, Department Chair, or Department Secretary (in that order), and we will do what we can to cover your class or cancel it. If you wish to make your own arrangements for a colleague to cover your class, please inform the Program Coordinator so he/she will know who is teaching that day. In the case of inclement weather or some natural disaster, call the Southern Weather Check (392-snow) line to determine if classes are being held, delayed, or cancelled.

CLASS ROSTERS

At the beginning of each semester, faculty is provided with a roster of students enrolled in the course. On the first class meeting, it is critical that you take attendance, comparing the roster with students in the course:

- Student on list, not in class — make note of student’s absence
- Student in class, not on list — the student must present you with documentation that they have officially enrolled in the course. Typically this is either a printout of their class schedule or a special admission form from the records office.

In about 3 weeks, a second roster will be placed in your mailbox. This will update any add/drop changes made. A student attending class but not on that list should be directed to the Records Office, and **not allowed to attend any further classes** until the matter is resolved.

CLASS OBSERVATIONS

The Department Chair is responsible for visiting classes taught by adjuncts on an annual basis. When the Chair wishes to visit your class, he/she will notify you a few weeks in advance to set up a visitation.

CLASSROOM

When the department submits its schedule, we can plan the day and time of the course, but the assignment of a room is done by a scheduling officer. We make every effort to have our classes scheduled in rooms that are appropriate, preferably in Davis Hall. However, we cannot control this; if a room is really a mis-match for a particular course, all we can do is to see if other options exist at that teaching time. (See also the section on High Tech classrooms below.)

Faculty must not independently change rooms; if another room is available, and you want to switch to it, contact the department secretary to initiate the process.

NOTE: switching rooms, for even one night, can be problematic. We've had instances where a student needed to be located because of a family emergency, and couldn't be found because the class had been moved to a different room just for that evening, or met at the library or in a high-tech classroom. Please notify either the secretary or department chair of any changes, even if for just one evening.

CLASSROOMS USE AND OFFICE HOURS

A limited number of classrooms are available each semester for CSP adjuncts to use, in holding office hours, giving make-up exams, or for other reasons. The Program Coordinator will distribute a list of available classrooms a few weeks into each semester.

COMPUTER USE

The department's computer lab in Davis Hall will be available to all CSP faculty. The library also has computer labs available for faculty and students. You will need a Southern ID card to use the library labs. Additional computer labs are available in Morrill Hall and Jennings Hall.

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

CONTRACT

Each faculty member must have a contract specifying courses to be taught. Contracts are issued each semester. We must have: a current copy of your vita/resume; and all documents required by our Human Resource and affirmative action offices (see secretary).

Typically, there is a delay in receipt of your “official” notice of appointment; it may be that the semester will be under way before you receive this

COPY MACHINE

Materials that you need for class (syllabi, exams, etc) can be copied on the CSP photocopying machine. Either the department secretary or one of our student workers can do this for you.

Orders to be sent to the university’s Duplicating Center: The department secretary has the forms to complete to do this; allow at least a week for this work.

Issues regarding the copier that have consistently come up:

- making multiple copies of long articles for class. Not only does this kill our copying budget, but it could be a violation of copyright and thus illegal. As we try to model ethical behavior for our students, it's important that we "set the standard" in all aspects of professional behavior. Alternatives:
- put the book or journal article on reserve in the library; direct students to do the reading there (students can make one copy for their personal use; that is not a copyright violation).
- The library can scan an article, or even a book chapter, and make the material available to the students electronically. They access it by logging on to their MySCSU account, going to the library Consuls link, and searching for your class by either the class number (CSP xxx) or your name.
- prepare a "coursepack" of handouts. TYCO is good at doing this: you submit the articles, chapters, etc that you want included; they'll help with getting the reproduction permissions, and bind it all. It is then sold to the student as a supplemental "text".
- This also can be done "electronically" – you can post your syllabus, class handouts, etc. onto your MySCSU course page, and it will be available to all the students in your class, and save all the copying.
- everyone needs to use the copier just before class at 5:00! Please anticipate your needs, and get material to us in advance:
- material can be faxed to us (392-5917) for advanced copying;
- material can be e-mailed to Tanya at jonest2@southernct.edu
- The department secretary is available to do typing of your syllabi, exams, etc. Leave, mail, e-mail, or fax what you need to her in advance.

COURSE / INSTRUCTOR EVALUATIONS

Each semester, you will be required to have the students in your courses complete one or more evaluations of the course and your instruction. Minimally, there is a university-mandated and approved computerized form; we have also developed a departmental form for use which gives us additional feedback about our effectiveness.

These forms will be distributed to you 2-3 weeks prior to the end of the semester, so that you can distribute them for completion. For obvious reasons you are not to remain in the room when they are being completed; please appoint a student to distribute, collect, and return them in the envelope provided to the office, at which point you may return to the room and resume your class. Results will be tallied, and available for your inspection.

Newer faculty are asked to complete these evaluations at mid-semester as well — after all, none of us likes unpleasant surprises. It is recommended that any faculty member who so desires use a mid-semester appraisal to get a sense of the class reaction at that point, so that any adjustments necessary can be made while there is still ample time in the semester left to do so.

COURSE OUTLINES AND SYLLABI

The syllabus for your class is an extremely critical document; in cases of student complaint / dissatisfaction, the syllabus has been interpreted as a legal contract between you and the student. A fair amount of specificity is required regarding the purpose, goals, requirements, and grading criteria for the class. Our department has had an excellent history of thorough syllabi; full-time faculty members can assist you with questions you may have about the preparation of your syllabus. The department has course outlines for each CSP course. Ask the Department Secretary or Program Coordinator for copies pertaining to your courses. In addition, you are expected to hand out your own syllabus for each class you teach.

The graduate school has specified minimum elements of a graduate syllabus; the department secretary can provide you with this handout.

Please see the end of this handbook for requirements and suggestions to include in your syllabi. You are required to give one copy of your syllabus to the Program Coordinator, and one copy to the Department Secretary.

CRIMINAL RECORD CHECK

Prior to employment, our faculty are required to submit to a background check.

CSP BOOK COLLECTION

In the bookcase in the CSP office is a collection of texts that have been either purchased by the department or provided by text publishers. These can be a valuable resource to you for selection of future texts or to supplement your current teaching. Texts are cataloged; if you wish to borrow a book, please sign it out with the secretary or one of the Graduate Assistants. Most importantly, please be sure to return it in a timely fashion.

DEPARTMENT FACULTY MEETINGS

All adjunct faculty are welcome to attend our department meetings. The time may be inconvenient for you, but we want you to know that you are welcome. We will distribute minutes of the meetings, and welcome any input you have. If there are issues you'd like brought up, please speak to the department chair replacing them on the agenda.

DISABILITY RESOURCE OFFICE

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.

DISPOSITION OF FINAL EXAMS

All adjuncts are required to hand in their final exams, along with a brief description of how final grades were computed, for each of their courses. This is necessary *only* in the event there is a grade dispute *and* you cannot be contacted. You are required to give one copy of your final exam to the Program Coordinator, unless you are giving a common final. Students must contact you *and only you* if they wish to find out their final grade. The department will not give out grades.

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.

DUPLICATING

The department has a full-service copy machine. This machine is for department-related work only. If possible, please duplicate items back to back to conserve paper. For special duplicating needs, you may use the Duplicating Office, located in Engleman Hall, Rm EN 114C, and a) leave an order with them, or b) duplicate the material yourself. If you choose to duplicate material in the Duplicating Office, you will need the department's code, available from the Department Secretary.

E-MAIL ACCOUNTS

Adjunct professors are assigned a user ID when hired. If you go onto Banner through the Southern web page, www.southernct.edu, you should be able to log into Banner using your social security number or employee number and your 6-digit date of birth as your initial password. Under personal information you will see your Southern email address, which is your last name and first initial, followed by a number from 1 on, plus the Southern suffix, southernct.edu. If you have any questions, contact the computer help desk or the Program Coordinator.

FAX MACHINE

All CSP faculty are welcome to use the department's fax machine, for department-related use only. The number is (203) 392-5917.

FINAL EXAM SCHEDULE

All faculty are required to give final exams during the times specified on the final exam schedule. If for some reason a final examination is not appropriate for your course, you must hold a class during the time allotted for the exam. Please consult with the Program Coordinator or the Department Chair *as soon as possible*, if such a situation arises. While a tentative schedule is listed in each semester's class schedule, the definitive schedule is distributed a few weeks before finals. Note that the room of your final may change, particularly if you are giving a common final.

GRADE APPEALS

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

HELP DESK

The university maintains a Help Desk for faculty; they assist with all computer and technology-related issues. They can be reached at 392-5123. They also have a very helpful web site: log on to MySCSU, and their link is on the main page or go to this url, <http://www.southernct.edu/oit/>.

The Office of Information Technology, OIT, operates four service centers spread across the campus. The main service center, Help Desk, is located in Office Building One (OB-1). Three additional satellite service centers are located in Buley Library, Jennings Hall, and Davis Hall. All four locations are staffed with trained help desk consultants. The hours of operation are as follows:

OIT Help Desk (OB-1)	8am - 6pm (M-Th) 8am - 4pm (F)
Buley Service Center (BU 409)	10am - 8pm (M-Th) 10am - 4pm (F) 9am - 5pm (Sat)
Jennings Service Center (JE 130)	8am - 6pm (M-Th) 8am - 4pm (F)
Davis Service Center (DA 220A)	12pm - 8pm (M-Th)

IDENTIFICATION CARD (HOOT LOOT)

Adjuncts should obtain a Faculty ID card. Pictures are taken and the card issued in the Wintergreen Building. The card is necessary for library loans, etc. The number on the card is your personal identification number, and may be needed for accessing various university web sites, accounts, etc.

INCOMPLETES

Incompletes are given at the discretion of the instructor, provided the instructor believes the student can make up missed work in a reasonable amount of time (usually within 30 days of the start of the next semester).

INVENTORIED EQUIPMENT:

All university equipment / property is bar-coded and can only be taken off campus with permission of the Chair. When taking any equipment off campus, the university form I-003 must be completed, signed, and left with the department secretary.

KEYS

All adjuncts will have access to classroom keys. Please contact Tonya Jones, our Department Secretary, at (203) 392-5910.

LATE WITHDRAWALS

Once the withdrawal date has passed (see the semester bulletin for that date), the instructor may grant a late withdrawal to a student for extenuating circumstances. Late withdrawals must be approved by the Department Chair. The instructor gives the student either a WP (withdraw passing) or WF (withdraw failing). These forms are available from the Department Secretary. No late withdrawals are allowed after the last scheduled class period or during the final exam period.

LIBRARY PRIVILEGES

You are welcome to use the SCSU Library. To check out books, you will need the "Hoot-Loot card." Also, if you wish to use the computer labs on the third floor, you will need this ID card to enter the labs. If you wish to order books/journals through Interlibrary Loan, those forms are available in the library. You may duplicate materials in the library, by entering a code in the photocopy machine located in the room behind the circulation desk. Since the code changes on occasion, it is best to ask the Department Secretary for the code. You also may print out copies from microfilm/microfiche at no charge. Please see the librarian on duty in the Periodical Room.

MAILBOXES

Each adjunct has his/her own mailbox in the CSP office located in Davis Hall, room 126. Please check it each time you are on campus for important announcements.

OFFICE SUPPLIES

Chalk, markers, overhead pens, exam booklets, and many other teaching supplies are available. Most of these materials are kept locked in cabinets, so you may need to ask the Department Secretary, Program Coordinator, or Department Chair (in that order) for assistance.

PARKING PRIVILEGES

Parking is available for adjuncts in all faculty lots. A parking decal is required (during your initial appointment) and may be obtained from Campus Police. The Department Secretary will supply you with the necessary form to bring to Campus Police.

PAYCHECKS

Adjunct paychecks are on a bi-weekly basis, with the first check coming 4-6 weeks into the semester. These will be mailed to your home. If you wish to have direct deposit, you may contact the Payroll Office for the necessary forms.

PLACEMENT LEVELS

Your course rosters have been checked for placement levels. However, in the case where you think a placement level is incorrect, you should check the student's transcript or placement test to see if it is correct.

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)

PROFESSIONAL CONFERENCE ATTENDANCE

As an adjunct faculty member, you are eligible to receive up to \$600 per year from the AAUP travel fund for professional conference attendance. Please consider taking advantage of this small “perk”. See the department secretary for specific procedures.

Note: There is considerable competition for these funds, and not enough total money for all faculty. Submit your requests as far in advance as possible.

PROGRAM VALUES AND EXPECTATIONS

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

If you detect any problems in any student for these three areas, please let the appropriate Program Coordinator know a.s.a.p.

SPECIAL SPEAKERS AND PRESENTATIONS

The department frequently sponsors special speakers for both faculty and students. Many of these are nationally-renown individuals, whom the department is able to sponsor thru Faculty Development grants. Students are expected to attend these presentations; we ask that, if one of these occurs during your class time, you substitute this presentation for your regularly scheduled class. If this is problematic, please speak with the department chair.

STUDENT EVALUATIONS

All adjuncts are required to participate in student evaluations. Because we work in a collaborative program, it is important to keep open communication with faculty if any concerns arise with students. At the end of the year, the Chair will provide you with a copy of your student evaluations; a copy will also be provided to the appropriate Program Coordinator(s).

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).

STUDENT GRIEVANCE PROCEDURES

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.

Student 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.

STUDENT REMEDIATIONS, RETENTION & DISMISSAL

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 (eg., 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. The Adjunct Faculty's role within this process is to keep the Program Coordinator aware of any potential problems with students immediately, so that the appropriate process can begin.

SUPERVISING FIELD PLACEMENT

If you supervise field placement courses, you need to meet certain criteria as dictated by each program's guidelines and accreditation process. If you are selected to teach a field placement course, you are required to maintain constant contact with the identified Coordinator of Field Placement & Supervision, as well as the Program Coordinator.

SYLLABI

The CSP department strongly supports the concept of academic freedom — the ability of each professor to teach without administrative constraint regarding ideas expressed, etc. However, as our programs have received state, regional, and national levels of accreditation, it is important for adjunct faculty to realize that, in order to continue to meet those accreditation criteria, certain critical content areas in each course cannot be eliminated. In addition, each course has been devised to fit into a progressive educational experience for the student, developing their skills in a logical and consistent manner. Therefore, it is strongly recommended that you discuss with the program coordinator or department chair any changes you might wish to make in the course curriculum as it currently exists.

You will receive a syllabi template from the appropriate Program Coordinator who will conduct an individualized orientation to the class that you will teach. Materials and textbooks should also be given to you from the appropriate Program Coordinator.

Please note the sections on the template that CANNOT be changed due to National Accreditation, State, University, School or Department guidelines.

TEXTBOOKS

With rare exceptions, most textbooks are selected by the department. Contact the Department Secretary or Program Coordinator if you need a text for your course, or any supplementary materials that come with the texts. If you wish to use a different text other than the departmental selection, please discuss this with the Department Chair.

TRAVEL FUNDS

Travel funds are available to adjunct faculty through the AAUP contract. If you would like to travel to a work related conference, contact the Program Coordinator to discuss travel options.

VISTA

eLearning Vista is a learning management system containing a set of tools that facilitates the creation and delivery of online instruction. eLearning Vista strongly supports SCSU's strategic goals for a campus-wide enterprise implementation that can scale as high as we need it to and flexibly supports a broad range of learning styles, teaching methods, and course formats.

eLearning Vista can be used to create fully online courses or supplement existing courses with enriched asynchronous learning materials. eLearning Vista provides you with a place for static course content such as a syllabus, announcements and scheduling as well as interactive tools such as discussion groups and chat.

Support and training for eLearning Vista is provided through the Teaching and Learning Technologies Group of OIT.

To Log in:

1. Go to <http://vista.southernct.edu>
2. Log in with your MySCSU username and password.
3. You may also log into MySCSU and click the eLearning Vista link on the right hand side of the screen.



To Campus Police:

Please issue a parking decal to _____, Adjunct Faculty, who will be teaching in the Department of Counseling and School Psychology for the _____ semester. Thank you.

Sincerely,

Patricia De Barbieri, Ed.D.

Chair

Counseling and School Psychology Department



To SCSU Bookstore:

_____ is an Adjunct Faculty in the Department of Counseling and School Psychology for the _____ semester. Thank you.

Sincerely,

Patricia De Baribieri, Ed.D.
Chair
Counseling and School Psychology Department



To University Card Office:

Please issue an ID card to _____, Adjunct Faculty, who will be teaching in the Department of Counseling and School Psychology for the _____ semester. Thank you.

Sincerely,

Patricia De Barbieri, Ed.D.
Chair
Counseling and School Psychology Department