

COUNSELING AND SCHOOL PSYCHOLOGY

STUDENT HANDBOOK

FALL 2007

School of Education
Southern CT State University

Scholarship

Attitudes and dispositions

Integrity

Leadership

Service

The purpose of this handbook is to provide matriculated students with information concerning their graduate program in the Department of Counseling and School Psychology at Southern Connecticut State University. This handbook will assist students with understanding and complying with university, departmental, and program policy and procedures. It is updated periodically to incorporate the most recent information available. Upon release of a new handbook, all information contained herein is superseded by the new student handbook. This **Student Handbook**, the **Graduate Catalog**, the **Semester Registration Bulletin**, and the individual **Program Manuals** are the primary sources of regulations governing your graduate studies. ***Students are responsible for consulting each of these sources on a regular basis.***

Faculty

Full-time faculty of the Counseling & School Psychology Department:

Norris Haynes, Professor; Department Chair; Director, Center for Community & School Action Research

Patricia DeBarbieri, Associate Professor; Coordinator, School Counseling Program

Joy Fopiano, Associate Professor; Coordinator, School Psychology Program

Uchenna Nwachuku, Associate Professor; Coordinator, Community Counseling Program

Margaret Generali, Assistant Professor

Misty Ginacola, Assistant Professor

Michael Martin, Associate Professor

Cheri Smith, Associate Professor

Adjunct faculty

Several courses in the department are taught by adjunct faculty, many of whom are skilled practitioners selected because of their expertise in the particular area in which they will be teaching. Although adjunct faculty members do not hold regular office hours, they are willing to meet students before and after classes, or at a mutually scheduled time.

Graduate Catalog

The definitive document on graduate school policies and procedures, and the source of all course descriptions, is the graduate catalog published annually by the graduate school. Copies are available in the CSP department, the School of Education office, or from the graduate studies office.

Semester Registration Bulletin

Each semester the registrar's office publishes a schedule of class offerings, including tuition and fee information, add/drop policies, etc. Particularly important is the university calendar, which gives deadlines for application for graduation, etc.; students should pay particular attention to these dates.

Conceptual Framework

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

Scholarship – high levels of academic performance and achievement

Attitudes and dispositions – positive, wholesome attitudes that reflect professionalism and respect all individuals

Integrity – high motivation and ethical standards of conduct

Leadership – taking initiative being leaders in advancing the cause of the profession

Service – commitment to serving others and the community

Your progress through the program will be evaluated along these criteria. At several points in your program, you will be required to provide evidence of your growth in these areas, typically through presentation of a Portfolio showing your accomplishments and their relationship to these standards and those of your professional association. See the NCATE gates pages at the end of this handbook.

New Student Orientation Meeting

The faculty conducts a very important orientation meeting for students accepted into the programs. This is held during the week before classes begin in the Fall. The meeting allows students the opportunity to meet the full 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.

MySCSU Account

All CSP students are automatically directed to the MySCSU page when logging in to the Southern site. MySCSU 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. 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) or online by clicking on the HelpDesk icon on the main SCSU web page; or you may go in person to the Jennings Hall computer lab for personal help from one of the technicians.

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.

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.

CSP Group

The CSP student association maintains an excellent group website, 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 support this site by visiting and using the site, and becoming an active participant in the student association.

Advisement

Upon acceptance into the program, each student will be assigned a major advisor, who will help the student complete a planned program. Advisors should be used for selection and sequencing of courses, field placements, and all other program concerns. The program advisor is also responsible for providing a more personal support system for the student. Students should meet with their advisor no less than once each semester. Please call the department secretary to make an appointment.

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.

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 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. If this process is not followed, a student runs the risk of having incomplete and/or inaccurate graduate records, which may jeopardize the student's ability to graduate.

Sequence of Classes: Students will plan, with their advisor, a semester-by-semester sequence of classes. 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 Limits: All course work and other requirements for a graduate degree must be completed within six years of the date the degree will be granted. If one or more courses that are part of the planned program were taken more than six years earlier than the date of the degree to which they apply, they will not count toward that degree, and 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. Both courses and planned programs have, at best, a six year validity.

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

- a) they clearly meet the requirements of the program and the student's planned program;
- b) are from an appropriately accredited institution;
- c) are approved by your advisor and the program director;
- d) are approved by the Registrar and Dean of Graduate Studies;
- e) are consistent with the university's guidelines for acceptance of transfer credit;
- f) meet the criteria described in Time Limits above.

Continuous Enrollment

Students accepted into the Masters or Sixth Year program are required to begin their planned program of studies upon admission to the program.

Matriculated students are required to complete at least six credits of course work during each twelve month period.

Matriculated students who are not taking a course in any Spring or Fall semester will be billed a Continuous Enrollment Fee by the grad office, and must pay this in order to maintain their matriculated status.

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.

The student must pay the university fee as billed each semester during the leave of absence.

Leaves of more than two semesters are rarely granted.

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 less frequently chosen 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; 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. Students are encouraged to plan their course sequences carefully, and to sign up early for courses.

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 Student 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. Only registering early will insure you a place in the class.

Registering for Classes

Almost all students register on-line. The university announces the date that registration for the semester will begin. 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.

Some registration hints:

-- if you try to enroll in a class for which there is more than one section, and you have been given departmental permission for that course, but still can't seem to register, it may be that you have been given permission for one of the other sections of the course -- try to register for another section.

-- 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.

Academic Standards / Probation

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.

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.

Regular and punctual class attendance are not sufficient, however, to satisfy the requirement of participation. It is expected that students will fulfill the following criteria for participation:

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

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.

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.

Student Retention and Continuation Policy

It is the philosophy of the Counseling and School Psychology Department that students be involved in a process of academic, professional, and personal growth. The objectives of the program are to insure that each student exhibits superior skills and competencies in the following areas:

- I. Academic Qualities. Graduate education requires continuous evaluation of the student. This evaluation includes not only periodic objective evaluations such as grades, performance on comprehensive examinations, and acceptance of thesis or projects, but also subjective appraisal by the faculty of the student's progress, potential, and suitability for the profession.
- II. Professional Competencies. Students must be able to demonstrate a high level of proficiency and competence in the following areas:
 - A democratic attitude that respects the worth, uniqueness, and potential for growth and development of all individuals;
 - Productive work habits that display motivation, independence, and adaptability;
 - 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.
- III. Personal Characteristics. Students are expected to conform to all relevant ethical standards (ACA, NASP, APA, etc.). In addition, students' behavior is expected to be characterized by:
 - Effectiveness in interpersonal relationships, and the ability to establish facilitative relationships with many different kinds of people;
 - Flexibility and openness to feedback and learning, and a commitment to personal growth;
 - Personal stability and a personal manner in which responsibilities are discharged in a cooperative and conscientious fashion.

Continuation in this graduate program is contingent upon positive on-going faculty evaluation of the graduate student in these three areas. A student may be suspended or dismissed from the program for deficiencies in any of the foregoing.

Comprehensive Examination

Students are required to pass a comprehensive examination in order to obtain the Master's Degree. 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 Problems

The CSP faculty support the resolution of issues and problems with the most direct communication possible. It is expected that any and all issues will be addressed early and at the local level. Before initiating this formal procedure outlined below, a student must have thoroughly explored resolution independently. CSP graduate students are expected to demonstrate superior interpersonal and communication skills in all interactions with peers and with faculty. It is expected that all matters will be dealt with fully within the CSP department prior to seeking any outside recourse (i.e., Deans, Vice-Presidents, President, Chancellor, etc.).

The following procedures have been developed to facilitate the resolution of difficulties in a professional and respectful manner:

1. If a student has a concern, difficulty, or problem that involves Counseling and School Psychology programs, faculty, instructors, or other students, the student should first seek counsel from his or her assigned advisor. The advisor can act as the guide and consultant throughout the resolution process. However, the student must note, the advisor will not focus on the content of the issue, but rather will facilitate a successful process of problem solving and resolution.
2. If a resolution is not accomplished through this initial advisor contact, then the student will be directed by the advisor to speak directly with the individual he or she is having difficulty with.
3. Within a reasonable time frame (usually 1 week), the student will meet with the person he or she is having difficulty with to discuss the matter and attempt a resolution. Within a reasonable time frame (usually 1 week) the student will report back to the advisor concerning the outcome of the meeting.
4. If the student feels that there is an unsatisfactory resolution to the difficulty after Step #3, then the student may request a meeting between the student, the advisor, and the person with whom the student is having difficulty. The advisor's role in this meeting is to facilitate communication between the student and the individual with whom the student is having difficulty.
5. If the advisor is the individual with whom the student is having difficulty, the student can seek counsel (Step #1) and communication facilitation (Step #4) from another Counseling and School Psychology full time faculty member.
6. If the student still feels that there is an unsatisfactory resolution in the problem solving process after Step #4, the student has the option to have the concern addressed through written presentation to the Counseling and

School Psychology faculty as a whole. The appropriate channel of communication to the faculty is through the advisor. (Please refer to Step #5 if the advisor is the individual with whom the student is having difficulty).

7. If the student still feels there is an unsatisfactory resolution to the problem or complaint following Step #4, Step #5 and Step #6, the student can bring the concern to the Counseling and School Psychology Department Chair.

8. Counseling and School Psychology graduate students are expected to demonstrate superior interpersonal and communication skills in all interactions with peers and with faculty. It is expected that all matters will be dealt with fully within the Department of Counseling and School Psychology prior to seeking any outside recourse (i.e. Deans, Vice-Presidents, Presidents, Chancellor, etc.).

9. Students must be aware that if he or she chooses to bring an issue to other SCSU administrators before coming to the department, and thus attempting to circumvent the Procedures for Resolving Graduate Student Problems, the student will be referred back to the department and directed to follow this process.

Please note that a student problem or issue may be resolved at any step of the process. Thus, a student does not need to go through all steps of this process for each concern brought forward.

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 experience is distinct from the internship and is designated as a field-based orientation to professional practice. It serves to orient students to the culture of the work setting and to the specific role and function of the professional.

Internship: The internship experience is designed to place you in the professional role under the supervision of a certified, licensed, or otherwise appropriately credentialed professional. The internship is an intense and diversified experience as compared to the practicum placement.

Selection of field sites

Each semester a mandatory meeting is held for students entering practicum the following semester. Students should watch the bulletin board 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.

Field Placement Manuals

There are separate field placement manuals for community/school counseling and for school psychology which provide extensive detail about the field experiences, and include all the necessary forms.

Certification (School Counseling and 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.

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.

Financial Aid

A limited amount of financial aid is awarded by SCSU; it cannot be viewed as the primary source that a student uses to pay university charges. Loans and tuition deferment are more common than outright financial aid. Students are encouraged to contact the Financial Aid office for this assistance.

Students Needing Accommodations

Students needing special accommodations based on a disability must go to the Disability Resource Office (DRO) in Engleman Hall. 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.

Student Services

There are a number of services available to help students, such as the academic computer center and labs; an adaptive technology lab; center for career services; counseling services; a disability resource office; student health center; speech-language-hearing center; writing center; and women's center. Consult the graduate catalog for more information, and speak to your advisor to learn more about these resources.

Professional Associations

Membership and active participation in state and national professional associations is considered a necessary and desirable trait in students. Therefore, students are expected to hold membership in at least one state and one national professional organization. These associations are critically important to our professions – they provide professional development opportunities, advocate for the interests of members and of the profession, propose and support public policy and legislation, develop and ensure professional standards (including licensure

and certification), provide for leadership development, mentor new professionals, provide services such as employment assistance, scholarships, and liability insurance, publish newsletters, journals and books, promote the awareness of the importance of mental health, and in general strive for highest levels of professional excellence.

Membership applications for these organizations are available through your advisor and in the CSP office. The primary organizations students should consider are:

National organizations:

- American Counseling Association (www.counseling.org)
5999 Stevenson Ave., Alexandria VA 22304 703-823-9800
- National Association of School Psychologists (www.nasponline.org)
4340 East West Highway, Bethesda, MD 20814 301-657-0270
- American School Counselor Association (www.schoolcounselor.org)
801 North Fairfax Street, Alexandria, VA 22314 703-683-2722
- American Mental Health Counselors Association (www.amhca.org)
801 North Fairfax Street, Alexandria, VA 22314 703-548-6002
- American Psychological Association (www.apa.org)
750 First Street NE, Washington, DC 20002 800-374-2721

State organizations:

- Connecticut Counseling Association, and Connecticut School Counseling Association (www.ccmain.org)
- Connecticut Association of School Psychologists (www.caspweb.org)

Student Liability Insurance

Although the university, and most school systems, carry insurance to protect students while completing their practicum and internship, it is recommended that students acquire their own liability policy. Forms are available in the CSP office; protection is reasonably priced.

Graduation (completion of degree requirements)

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).

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).

Graduate Student Association

The Graduate Counseling and School Psychology Student Association (GCSPSA) 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.

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 join the CSP alumni section, 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.

NCATE GATES / PORTFOLIOS

As a result of having attained accreditation by both our professional organizations (CACREP and NASP), and as a result of the School of Education having attained accreditation by NCATE (National Council for the Accreditation of Teacher Education), the models on which our programs are based, and the way in which student performance is measured, is based on a blend of the criteria for graduate preparation established by each of these bodies.

Our appraisal of you occurs in four stages, or **gates**. When you applied for admission, your material was evaluated against these standards, and you were rated highly enough to be admitted to your program. This is the first “gate” for which you had to demonstrate, through your previous grades, personal statement, letters of recommendation, etc., that you met all the criteria that we have adopted.

There are three additional gates that you must pass in order to complete your professional training. The following pages list, by program, when each of those gates occur, and the criteria you must meet in order to receive a favorable rating, and thus proceed to the next phase of the program. As you will note, the way in which this is done is through your submission of a professional portfolio of your work. You will receive more information about portfolios as you begin the program.

COMMUNITY COUNSELING PROGRAM PORTFOLIO RUBRICS OVERVIEW

Stages of Portfolio Review:

Gate 1	Admission to Program
Gate 2	Completion of Counseling Procedures
Gate 3	Completion of Practicum
Gate 4	Program Completion

Portfolio Required Elements, Gates 2,3,4:

- Current resume
- Current transcripts (can be unofficial)
- Documentation of Progress toward Service Requirement
- The portfolio must contain documentation of knowledge or competence in the following eight areas as designated by Council for Accreditation of Counseling and Related Educational Programs (CACREP) :

Gate 2	Gate 3	Gate 4
Professional Orientation (CSP 595)	Professional Orientation (CSP 595)	Professional Orientation (CSP 595)
Helping Relationship (CSP 569, CSP 550)	Helping Relationship (CSP 569, CSP 550)	Helping Relationship (CSP 569, CSP 550)
Group Work (CSP 555)	Group Work (CSP 555, CSP 656)	Group Work (CSP 555, CSP 656)
	Appraisal/Assessment (CSP 540)	Appraisal/Assessment (CSP 540)
	Human Growth and Development (CSP 568)	Human Growth and Development (CSP 568)
	Social and Cultural Foundations (CSP 578)	Social and Cultural Foundations (CSP 578)
		Research and Program Evaluation (CSP 691)
		Career Development (CSP 572)

Ratings for each area:

1= Not acceptable

2= Acceptable

3= Target

SCHOOL COUNSELING PROGRAM PORTFOLIO RUBRICS OVERVIEW

Stages of Portfolio Review:

- Gate 1: Admission to Program
- Gate 2: Completion of Practicum (CSP 552),
- Gate 3: Completion of First Semester of Internship (CSP 675)
- Gate 4: Program Completion (CSP 676)

Portfolio Required Elements, Gates 2, 3, 4:

- Professional Philosophy of Practice **AND/OR** Statement summarizing desire to become a school counselor, delineating what the student will contribute to the field program, and a summary of relevant experiences.
- Current resume
- Approved Program of Study
- Current Transcripts
 - Documentation of SED 481/482 or equivalent
 - Documentation of any other pre-requisites
- PRAXIS I Score **OR** waiver
- Documentation of Progress Toward Service Requirement
- The portfolio must contain documentation of proficiency or competence in the following areas as designated by the Council for Accreditation of Counseling and Related Educational Programs (CACREP), and ASCA guidelines:

Gate 2	Gate 3	Gate 4
Professional Orientation & Curriculum Management (CSP 570)	Professional Orientation & Curriculum Management (CSP 570 & 553)	Professional Orientation, Curriculum & Program Management, Coordinating & Professionalism (CSP 570, 553, 675, 676)
Helping Relationships & Counseling (CSP 569, CSP 550)	Helping Relationships, Counseling, & Consulting (CSP 569, 550, 552)	Helping Relationships, Counseling, & Consulting (CSP 569, 550, 552, 606)
Group Practice (CSP 555)	Group Practice (CSP 555, CSP 656)	Group Practice (CSP 555, 656, & 605)
	Appraisal & Assessment (CSP 540)	Appraisal & Assessment (CSP 540, 573)
	Human Growth and Development (CSP 568)	Human Growth and Development (CSP 568)
	Social and Cultural Foundations (CSP 578)	Social and Cultural Foundations (CSP 578)
		Research and Program Evaluation and Accountability (CSP 691, 675, 676)
		Career Development and Individual Planning (CSP 572)

Ratings for each area:

Not Acceptable = 1; Acceptable = 2; Target = 3

SCHOOL PSYCHOLOGY PROGRAM PORTFOLIO RUBRICS OVERVIEW

Stages of Portfolio Review:

- Gate 1 Admission to Program
- Gate 2 Master's Degree / Transition to Sixth Year
- Gate 3 Transition from Practicum to Internship
- Gate 4 Program Completion

Portfolio Required Elements, Gates 2, 3, 4:

- o Professional Philosophy of Practice **AND/OR** Statement summarizing desire to become a school psychologist, delineating what student contributes to the field and program, and a summary of relevant experiences.
- o Current resume
- o Approved Program of Study
- o Current Transcripts
 - o Documentation of SED 481/482 or equivalent
- o PRAXIS I Score **OR** waiver
- o Documentation of Progress Toward Service Requirement
- o The portfolio must contain documentation of proficiency or competence in the following areas:

Gate 2	Gate 3	Gate 4
Portfolio Section (NASP domain) [Courses]	Portfolio Section (NASP domain)	Portfolio Section (NASP domain)
Assessment (2.1, 2.3) [CSP 533, CSP 540]	Assessment (2.1, 2.3) [CSP 534, CSP 537]	Assessment (2.1, 2.3) [CSP 535, CSP 652]
Counseling (2.4, 2.5, 2.7) [CSP 550, CSP 568, CSP 569, CSP 555]	Counseling (2.4, 2.5, 2.7) [CSP 578, CSP 606]	Counseling (2.4, 2.5, 2.7) [CSP 631, CSP 674]
Ethics / Professional Development (2.10) [CSP 641]	Ethics / Professional Development (2.10)	Ethics / Professional Development (2.10)
Research and Technology (2.9, 2.11) [CSP 691 or RSM 594]	Research and Technology (2.9, 2.11)	Research and Technology (2.9, 2.11)
	Interventions (2.2, 2.3) [CSP 557]	Interventions (2.2, 2.3) [CSP 638]
	School & Family Systems / Organization (2.6, 2.8) [CSP 670]	School & Family Systems / Organization (2.6, 2.8)
		Consultation & Collaboration (2.2)

Ratings for each area: 1 = Not Acceptable; 2 = Acceptable; 3 = Target

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, 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.

Attaining Service Commitment Time

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 *volunteered* and be *above and beyond the expectations of your courses*.

Documenting Service Commitment Time

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. 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.